# TABLE OF CONTENTS

Wesleyan University 2021-2022 Calendar ................................................................. 5
Wesleyan University: A Brief History ................................................................. 6
Wesleyan’s Curriculum ................................................................................. 7
Student Academic Resources ........................................................................ 9
Academic Regulations .................................................................................... 11
  Degree Requirements ........................................................................... 11
  Major ......................................................................................... 11
  General Education Expectations .................................................. 12
  Academic Standing ......................................................................... 13
Honors ........................................................................................................... 13
Academic Review and Promotion ............................................................. 14
Advanced Placement Credit, International Baccalaureate Credit, and Other Prematriculation Credit ................................................................. 15
Acceleration ................................................................................................. 16
Nondegree Undergraduate Students ....................................................... 16
Transfer Students ......................................................................................... 16
Study Abroad ................................................................................................. 17
Internal Special Study Programs ............................................................ 17
External Special Study Programs ............................................................. 19
Advanced Degrees ....................................................................................... 20
General Regulations .................................................................................... 21
Key to Symbols and Abbreviations ........................................................... 26
African American Studies .......................................................................... 29
  African American Studies Major .................................................... 30
Allbritton Center for The Study of Public Life ........................................... 32
American Studies ......................................................................................... 33
  American Studies Major ................................................................. 34
Anthropology ................................................................................................. 36
Anthropology Major ...................................................................................... 36
Archaeology Program .................................................................................... 38
  Archaeology Major ........................................................................ 38
  Archaeology Minor ....................................................................... 40
Art and Art History ......................................................................................... 41
Art History Major ......................................................................................... 42
Art History Minor ......................................................................................... 45
Art Studio Major .............................................................................................. 46
Astronomy ......................................................................................................... 48
Astronomy Major ......................................................................................... 48
Master of Arts in Astronomy ....................................................................... 49
Biology ............................................................................................................. 51
  Biology Major ............................................................................... 52
  Doctor of Philosophy in Biology ..................................................... 55
  Master of Arts in Biology .............................................................. 56
Fries Center for Global Studies ................................................................. 58
Center for Jewish Studies ............................................................................ 59
Center for the Humanities ........................................................................... 60
Chemistry ........................................................................................................... 61
  Chemistry Major ........................................................................ 62
  Chemistry Minor ....................................................................... 65
  Doctor of Philosophy in Chemistry ............................................. 65
  Master of Arts in Chemistry ....................................................... 66
Classical Studies ............................................................................................... 68
  Classical Studies Major ................................................................. 68
College of East Asian Studies ....................................................................... 71
  College of East Asian Studies Major ........................................... 72
  College of East Asian Studies Minor ........................................... 73
College of Education Studies ........................................................................ 74
  Education Studies Major ................................................................. 75
  Education Studies Minor ............................................................... 79
College of Film and the Moving Image ....................................................... 80
  Film Studies Major ................................................................... 80
  Film Studies Minor ................................................................... 83
College of Integrative Sciences ..................................................................... 85
  College of Integrative Sciences Major ......................................... 87
College of Letters ............................................................................................ 89
  College of Letters Major ................................................................. 89
College of Social Studies ............................................................................. 91
  College of Social Studies Major .................................................. 92
College of the Environment .......................................................................... 93
  Environmental Studies Major ....................................................... 94
  Environmental Studies Minor ...................................................... 98
Dance .............................................................................................................. 99
  Dance Major ........................................................................... 99
  Dance Minor ......................................................................... 101
Earth and Environmental Sciences .......................................................... 103
  Earth and Environmental Sciences Major ................................ 103
  Master of Arts in Earth and Environmental Sciences .............. 106
Economics ..................................................................................................... 110
  Economics Major .................................................................. 111
  Economics Minor ................................................................ 113
English .......................................................................................................... 114
  English Major .................................................................... 115
Feminist, Gender, and Sexuality Studies ............................................. 118
Feminist, Gender, and Sexuality Studies Major .................................. 119
German Studies .................................................................................. 122
German Studies Major ....................................................................... 123
German Studies Minor ....................................................................... 124
Government ....................................................................................... 125
Government Major ............................................................................ 126
History ............................................................................................... 129
History Major .................................................................................... 130
History Minor .................................................................................... 131
Latin American Studies Program ....................................................... 133
Latin American Studies Major ............................................................ 133
Less Commonly Taught Languages ...................................................... 136
Mathematics and Computer Science .................................................. 137
Computer Science Major ................................................................... 138
Mathematics Major ........................................................................... 140
Master of Arts in Mathematics or Computer Science ....................... 141
Doctor of Philosophy in Mathematics ................................................ 141
Medieval Studies Program .................................................................. 143
Medieval Studies Major ...................................................................... 143
Medieval Studies Minor ..................................................................... 144
Molecular Biology and Biochemistry .................................................. 145
Molecular Biology and Biochemistry Major ........................................ 146
Doctor of Philosophy in Biology and Biochemistry .............................. 149
Master of Arts in Molecular Biology and Biochemistry ....................... 150
Music ................................................................................................. 152
Music Major ...................................................................................... 153
Doctor of Philosophy in Music ............................................................. 156
Master of Arts in Music ...................................................................... 157
Neuroscience and Behavior ................................................................. 159
Neuroscience and Behavior Major ....................................................... 159
Master of Arts in Neuroscience and Behavior ...................................... 162
Philosophy ......................................................................................... 163
Philosophy Major .............................................................................. 163
Physical Education ............................................................................. 166
Physics ............................................................................................... 168
Physics Major .................................................................................... 169
Doctor of Philosophy in Physics ......................................................... 171
Master of Arts in Physics .................................................................... 172
Psychology ......................................................................................... 174
Psychology Major .............................................................................. 175
Master of Arts in Psychology ............................................................. 178
Quantitative Analysis Center .............................................................. 180
Data Analysis Minor ........................................................................... 180
Religion ............................................................................................... 182
Religion Major ................................................................................... 182
Religion Minor ................................................................................... 184
Romance Languages and Literatures ............................................... 185
French Studies Major ........................................................................ 186
French Studies Minor ......................................................................... 187
Hispanic Literatures and Cultures Major .............................................. 188
Italian Studies Major .......................................................................... 189
Romance Studies Major .................................................................... 190
Russian, East European, and Eurasian Studies .................................. 193
Russian, East European & Eurasian Studies Major ............................. 194
Russian, East European & Eurasian Studies Minor ............................. 195
Science in Society Program ............................................................... 196
Science in Society Major ................................................................... 197
Sociology ............................................................................................ 199
Theater .............................................................................................. 202
Theater Major ..................................................................................... 203
Writing Program ................................................................................ 205
University Major ............................................................................... 206
Undergraduate Minors ....................................................................... 207
African American Studies Minor ......................................................... 207
African Studies Minor ........................................................................ 207
Archeology Minor ............................................................................... 40
Art History Minor ............................................................................... 45
Caribbean Studies Minor .................................................................... 209
Civic Engagement Minor .................................................................... 210
College of East Asian Studies Minor ................................................ 73
Data Analysis Minor .......................................................................... 180
Economics Minor ............................................................................... 113
Education Studies Minor .................................................................... 213
Film Studies Minor ............................................................................ 83
French Studies Minor .......................................................................... 187
German Studies Minor ....................................................................... 124
Global Engagement Minor ............................................................... 217
History Minor .................................................................................... 131
Informatics and Modeling Minor ....................................................... 219
Integrated Design, Engineering & Applied Science Minor ............... 220
International Relations Minor ............................................................ 225
Jewish and Israel Studies Minor .......................................................... 226
Medieval Studies Minor ......................................................... 144
Middle Eastern Studies Minor ............................................... 226
Molecular Biophysics Minor .................................................... 227
Muslim Studies Minor .......................................................... 228
Planetary Science Minor ......................................................... 229
Religion Minor ........................................................................ 184
Russian, East European & Eurasian Studies Minor ..................... 195
South Asia Studies Minor ......................................................... 231
Certificates .............................................................................. 233
Certificate in Applied Data Science ........................................... 233
Certificate in Civic Engagement ................................................. 234
Certificate in Environmental Studies ....................................... 234
Certificate in Informatics and Modeling ................................... 234
Certificate in International Relations ....................................... 234
Certificate in Jewish and Israel Studies .................................... 234
Certificate in Middle Eastern Studies ....................................... 234
Certificate in Molecular Biophysics ......................................... 234
Certificate in Muslim Studies .................................................. 234
Certificate in Social, Cultural, and Critical Theory ..................... 234
Certificate in South Asia Studies .............................................. 234
Certificate in Writing ............................................................... 234
Clusters .................................................................................. 236
Animal Studies Cluster ............................................................ 236
Asian American Studies Cluster .............................................. 236
Christianity Studies Cluster ..................................................... 237
Disability Studies Cluster ........................................................ 237
Health Studies Cluster ............................................................. 238
Queer Studies Cluster ............................................................... 240
Service-Learning Cluster .......................................................... 240
Sustainability and Environmental Justice .................................. 241
Urban Studies Cluster ............................................................... 242
Course Descriptions ............................................................... 244
African American Studies (AFAM) .......................................... 245
American Studies (AMST) ...................................................... 263
Anthropology (ANTH) .............................................................. 286
Arabic (ARAB) ......................................................................... 298
Archaeology (ARCP) ............................................................... 299
Art History (ARHA) ................................................................. 304
Art Studio (ARST) ................................................................... 316
Astronomy (ASTR) ................................................................. 323
Biology (BIOL) ....................................................................... 327
Center for Global Studies (CGST) ............................................. 344
Center for Jewish Studies (CJST) .............................................. 353
Center for the Humanities (CHUM) .......................................... 357
Center for the Study of Public Life (CSPL) .............................. 367
Chemistry (CHEM) ................................................................. 382
Chinese (CHIN) ..................................................................... 392
Classical Civilization (CCIV) .................................................. 394
College of East Asian Studies (CEAS) ...................................... 394
College of Integrative Sciences (CIS) ....................................... 413
College of Letters (COL) ......................................................... 419
College of Social Studies (CSS) .............................................. 443
Computer Science (COMP) ..................................................... 445
Dance (DANC) ........................................................................ 451
Earth and Environmental Sciences (E&ES) .............................. 460
Economics (ECON) ................................................................. 472
Education Studies (EDST) ...................................................... 482
English (ENGL) ..................................................................... 488
Environmental Studies (ENVS) .............................................. 521
Feminist, Gender, and Sexuality Studies (FGSS) ....................... 539
Film Studies (FILM) ............................................................... 558
French Language and Literature (FREN) ................................. 570
French-Italian-Spanish in Translation (FIST) ............................. 577
German Literature in Translation (GELT) ................................. 577
German Studies (GRST) .......................................................... 578
Government (GOVT) .............................................................. 588
Greek (GRK) .......................................................................... 604
Hebrew (HEBR) ..................................................................... 606
Hindi-Urdu Language (HIUR) ............................................... 607
History (HIST) ....................................................................... 609
Italian (ITAL) ......................................................................... 640
Japanese (JAPN) ..................................................................... 647
Korean (KREA) ...................................................................... 649
Latin (LAT) ............................................................................. 650
Latin American Studies (LAST) .............................................. 653
Less Commonly Taught Languages (LANG) ............................ 663
Mathematics (MATH) ............................................................. 666
Medieval Studies (MDST) ....................................................... 672
Molecular Biology and Biochemistry (MB&B) ......................... 682
Music (MUSC) ....................................................................... 696
Neuroscience & Behavior (NS&B) .......................................... 716
Philosophy (PHIL) ................................................................. 725
Physical Education (PHED) .................................................... 741
Physics (PHYS) ...................................................................... 744
WESLEYAN UNIVERSITY 2021-2022 CALENDAR

2021-2022 Academic Calendar (https://events.wesleyan.edu/events/pdf_academic_calendar/?v_year_from=2021&v_year_to=2022)
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/](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-graduate 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, Ungvarsy
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).

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.

*or via online classes offered by Wesleyan as a response to the COVID-19 pandemic.

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, CSPL480)
- 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. 71), College of Letters (p. 89) or College of Social Studies (p. 91)). 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 East Asian Studies, 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-
The numerical equivalents of the letter grades are modified by the use of plus and minus signs. The 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 used in the University’s grading system.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98.3</td>
</tr>
<tr>
<td>A</td>
<td>95.0</td>
</tr>
<tr>
<td>A-</td>
<td>91.7</td>
</tr>
<tr>
<td>B+</td>
<td>88.3</td>
</tr>
<tr>
<td>B</td>
<td>85.0</td>
</tr>
<tr>
<td>C+</td>
<td>81.7</td>
</tr>
<tr>
<td>C</td>
<td>78.3</td>
</tr>
<tr>
<td>C-</td>
<td>75.0</td>
</tr>
<tr>
<td>D+</td>
<td>71.7</td>
</tr>
<tr>
<td>D</td>
<td>68.3</td>
</tr>
<tr>
<td>D-</td>
<td>65.0</td>
</tr>
<tr>
<td>E+</td>
<td>61.7</td>
</tr>
<tr>
<td>E</td>
<td>58.3</td>
</tr>
<tr>
<td>E-</td>
<td>55.0</td>
</tr>
<tr>
<td>F</td>
<td>51.7</td>
</tr>
</tbody>
</table>

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

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

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

Honors recognizes a 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) 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**

<table>
<thead>
<tr>
<th>Semester Completed</th>
<th>Expected Credits Earned</th>
<th>Minimum Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Second</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Third</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Fourth</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Fifth</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Sixth</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Seventh</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

**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 PREMATRICULATION CREDIT**

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

Any credits earned at Wesleyan prior to matriculation may apply toward Wesleyan degree requirements, but a maximum of two credits earned elsewhere may apply. 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 non-Wesleyan 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/ (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/ (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/)), and through a student’s electronic portfolio.

**WESLEYAN-ADMINISTERED PROGRAMS**

The Wesleyan-administered programs are:

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

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

**WESLEYAN-APPROVED PROGRAMS**

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

**STUDY ABROAD REGULATIONS, GUIDELINES, AND FINANCIAL PROCEDURES**

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

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

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

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

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

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

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

**INTERNAL SPECIAL STUDY PROGRAMS**

**WESLEYAN INTERSESSIONS: SUMMER AND WINTER SESSIONS**

The University offers two 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/), e-mail masters@wesleyan.edu, or visit the office at 74 Wyllys Avenue.

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

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

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

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

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

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

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

TEACHING APPRENTICE PROGRAM

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

The Teaching Apprentice Program has two main objectives:

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

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

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

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

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

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

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

**STUDENT FORUMS**

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

**EXTERNAL SPECIAL STUDY PROGRAMS**

**TRANSFER OF CREDIT**

A student may obtain credit toward the Wesleyan degree for courses taken during the academic year at another accredited U.S. institution or in the summer session of another accredited U.S. or international institution if (1) the courses have been approved in advance by the relevant Wesleyan department, program, or college, and (2) the grades in the courses are C- or better. (Courses taken prior to matriculation do not require preapproval and may include courses taken at an accredited international institution during the academic year.)

Departments, programs, or colleges may impose other conditions for the transfer of credit, such as a higher minimum grade, review of coursework, passing a departmentally administered exam, etc. The Wesleyan academic record will not reflect grades earned at another institution; only credits may be transferred. The final amount of credit transferred to the Wesleyan transcript will be determined in accordance with Wesleyan’s policy on transfer credit and the evaluation of the appropriate department. (As a guideline, it should be noted that one Wesleyan unit is equivalent to four semester hours, or six quarter-hours.) A 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.

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/financial.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. 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 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 jwood@wesleyan.edu. For more information about Yale’s AFROTC program, please contact Yale AFROTC Detachment 009, 203-432-9435 or airforce@yale.edu.

ADVANCED DEGREES

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

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

This program is designed to enhance the professional student’s skills as a performing arts presenter, manager, producer, and curator, allowing each participant to advance in the field or, if the student is new to the field, enable him/her to pursue a position at a presenting institution or as an independent curator. Students gain an understanding of performance and movement-based artistic and curatorial practice; the social, cultural and historical context of these practices; and the ability to write and speak about this work in a variety of contexts. For more information, visit wesleyan.edu/icpp (https://wesleyan.edu/icpp/).

THE MALS AND MPHIL IN GRADUATE LIBERAL STUDIES

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

GENERAL REGULATIONS

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

UNIT OF CREDIT

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

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

ENROLLMENT

Students must comply with the regulations for matriculation with the University as announced by the registrar. A student who does not enroll in the University by the announced deadline will be considered administratively withdrawn from the University. 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 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.

UNSATISSFACTORY 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
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 within 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.

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 [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

Withdraw. 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.
# Key to Symbols and Abbreviations

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

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

# 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM</td>
<td>African American Studies</td>
</tr>
<tr>
<td>AMST</td>
<td>American Studies</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARCP</td>
<td>Archaeology</td>
</tr>
<tr>
<td>ART AND ART HISTORY</td>
<td></td>
</tr>
<tr>
<td>ARHA</td>
<td>Art History</td>
</tr>
<tr>
<td>ARST</td>
<td>Art Studio</td>
</tr>
<tr>
<td>ASTR</td>
<td>Astronomy</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
</tr>
<tr>
<td>CGST</td>
<td>Center for Global Studies</td>
</tr>
<tr>
<td>Code</td>
<td>Program</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>ARAB</td>
<td>Arabic</td>
</tr>
<tr>
<td>HIUR</td>
<td>Hindi-Urdu Language</td>
</tr>
<tr>
<td>CIST</td>
<td>Center for Jewish Studies</td>
</tr>
<tr>
<td>HEBR</td>
<td>Hebrew</td>
</tr>
<tr>
<td>HEST</td>
<td>Hebrew Studies</td>
</tr>
<tr>
<td>CHUM</td>
<td>Center for the Humanities</td>
</tr>
<tr>
<td>CSPL</td>
<td>Allbritton Center for the Study of Public Life</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CCIV</td>
<td>Classical Civilization</td>
</tr>
<tr>
<td>GRK</td>
<td>Greek</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin</td>
</tr>
<tr>
<td>CEAS</td>
<td>College of East Asian Studies</td>
</tr>
<tr>
<td>CHIN</td>
<td>Chinese</td>
</tr>
<tr>
<td>JAPN</td>
<td>Japanese</td>
</tr>
<tr>
<td>KREA</td>
<td>Korean</td>
</tr>
<tr>
<td>CIS</td>
<td>College of Integrative Sciences</td>
</tr>
<tr>
<td>COL</td>
<td>College of Letters</td>
</tr>
<tr>
<td>CSS</td>
<td>College of Social Studies</td>
</tr>
<tr>
<td>DANC</td>
<td>Dance</td>
</tr>
<tr>
<td>E&amp;ES</td>
<td>Earth and Environmental Sciences</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
</tr>
<tr>
<td>EDST</td>
<td>Education Studies</td>
</tr>
<tr>
<td>ENGL</td>
<td>English</td>
</tr>
<tr>
<td>ENVS</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>FGSS</td>
<td>Feminist, Gender, and Sexuality Studies</td>
</tr>
<tr>
<td>FILM</td>
<td>Film Studies</td>
</tr>
<tr>
<td>GELT</td>
<td>German Literature in Translation</td>
</tr>
<tr>
<td>GRST</td>
<td>German Studies</td>
</tr>
<tr>
<td>GOVT</td>
<td>Government</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
</tr>
<tr>
<td>LANG</td>
<td>Less Commonly Taught Languages</td>
</tr>
<tr>
<td>LAST</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>COMP</td>
<td>Computer Science</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MDST</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>MB&amp;B</td>
<td>Molecular Biology &amp; Biochemistry</td>
</tr>
<tr>
<td>MUSC</td>
<td>Music</td>
</tr>
<tr>
<td>NS&amp;B</td>
<td>Neuroscience and Behavior</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHED</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
</tr>
<tr>
<td>PSYC</td>
<td>Psychology</td>
</tr>
<tr>
<td>QAC</td>
<td>Quantitative Analysis Center</td>
</tr>
<tr>
<td>RELI</td>
<td>Religion</td>
</tr>
<tr>
<td>FREN</td>
<td>French</td>
</tr>
<tr>
<td>FRST</td>
<td>French Studies</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ITAL</td>
<td>Italian Studies</td>
</tr>
<tr>
<td>PORT</td>
<td>Portuguese</td>
</tr>
<tr>
<td>RL&amp;L</td>
<td>Romance Languages and Literatures in English</td>
</tr>
<tr>
<td>RLIT</td>
<td>Romance Literature</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
</tr>
<tr>
<td>RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>REES</td>
<td>Russian, East European, and Eurasian Studies</td>
</tr>
<tr>
<td>RULE</td>
<td>Russian Literature in English</td>
</tr>
<tr>
<td>RUSS</td>
<td>Russian Language and Literature</td>
</tr>
<tr>
<td>SISP</td>
<td>Science in Society</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>THEA</td>
<td>Theater</td>
</tr>
<tr>
<td>WRCT</td>
<td>Writing</td>
</tr>
</tbody>
</table>
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, History; Assistant Professor, Feminism, Gender, and Sexuality Studies

Khalil Anthony Johnson
BA, University of Georgia Athens; MPHIL, Yale University; PHD, Yale University
Assistant Professor of African American Studies

Jesse Nasta
BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of the Practice in 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, Feminism, Gender, and Sexuality Studies

Katherine Brewer Ball
BA, Occidental College; MA, New York University; PHD, New York University
Assistant Professor of Theater; Assistant Professor, Feminism, 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; MPHIL, Yale University; PHD, Yale University
Professor of Religion; Professor, African American Studies; Professor, American Studies; Professor, Feminism, Gender, and Sexuality Studies

Rashida Z. Shaw McMahon
BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Associate Professor of English; Associate Professor, African American Studies; Associate Professor, Theater

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, African American Studies; Professor, Environmental Studies

VISITING FACULTY

Zaira Simone
BA, The New School; MA, New York University; PHD, CUNY The Graduate Center
Mellon Postdoctoral Fellow in African American Studies

EMERITI

Gayle Pemberton
DEPARTMENTAL ADVISING EXPERTS

Professor Ashraf Rushdy, Chair

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), 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM202</td>
<td>Introduction to African American Literature</td>
<td>1</td>
</tr>
<tr>
<td>AFAM203</td>
<td>African American History, 1444-1877</td>
<td>1</td>
</tr>
<tr>
<td>AFAM204</td>
<td>Introduction to Modern African American History</td>
<td>1</td>
</tr>
</tbody>
</table>

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 FY$ 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

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
Adjunct Instructor in Public Policy; Director, Patricelli Center for Social Entrepreneurship

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

Esam Boraey
MA, Cairo University
Visiting Instructor of Public Policy; Vis Adj Prof in Lib Studies

Leslie Gabel-Brett
BA, Wesleyan University; PHD, City College
Adjunct Assistant Professor of Public Policy

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
Chamberlain Project Fellow in the Center for the Study of Public Life
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; 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 Sao Paulo; MA, University of Sao 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; Chair, American 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

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; Chair, English; Professor, American Studies

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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

VISITING FACULTY

Lou Cornum
BA, Columbia University; MA, University British Columbia; PHD, CUNY The Graduate Center
Andrew W. Mellon Postdoctoral Fellow in Native 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
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.

LANGUAGE REQUIREMENT

There is no language requirement for the Major in American Studies.

PRIZES

The Marni Goldstein White Award recognizes the best Honors Thesis written in American Studies each year.

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 Indira Karamcheti (https://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 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

A. George Bajalia
BA, Northwestern University; MA, Columbia University; MPHIL, Columbia University
Assistant Professor of Anthropology

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; Assistant Professor, Science in Society

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 Calif Santa Crz
Professor of American Studies; Professor, Anthropology

Mitali Thakor
BA, Stanford University; PHD, Massachusetts Institute of Technology
Assistant Professor of Science in Society; Assistant Professor, Anthropology; Assistant Professor, Feminist, Gender, and Sexuality Studies

VISITING FACULTY

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, ANTH295A, ANTH295B, ANTH295C, or ANTH295D, offered in fall and spring. Majors must take any 2 of these courses.
- 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 ANTH295A, ANTH295B, ANTH295C, or ANTH295D 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://wesscholar.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 Professor 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

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

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

MAJOR DESCRIPTION

Archaeology is an inherently interdisciplinary field of study dedicated to the understanding and explanation of past societies through the analysis of their material remains. The reconstruction of these societies through the interpretation of material culture – drawing on analytical approaches and theoretical frameworks that span the humanities and the sciences – permits archaeology to span both the prehistoric and the historic periods. Archaeology Program faculty specialize in different regions of the world, with research projects in East Asia, India, the Middle East and Mediterranean, and North America, and emeritus faculty have ongoing projects in Europe. We also maintain strong connections to the sciences: many of our courses are hands-on, involving lab or experimental components, or the opportunity to engage directly with objects and artifacts, to ensure that students develop skills to carry out original research.

Archaeology majors and minors can pursue either the standard major, or pursue the archaeological science track in which they specialize in an analytical method, such as archaeological residue analysis, environmental archaeology, zooarchaeology, ceramic materials analysis, 3D modeling, or GIS/spatial analysis.

ADMISSION TO THE MAJOR

To apply to become a major in archaeology, a student must have taken or be currently enrolled in a Gateway course and earn a grade of B or better. Students intending to pursue the archaeological science track in the major must identify which scientific method(s) they intend to study and apply to their capstone research. Following electronic application, admission will be determined by a meeting of the ARCP faculty.

GATEWAY COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP201</td>
<td>Art and Archaeology of the Bronze Age Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>ARCP203</td>
<td>The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP204</td>
<td>Introduction to Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP214</td>
<td>Survey of Greek Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP223</td>
<td>Survey of Roman Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP260</td>
<td>Art and Archaeology of Ancient India</td>
<td>1</td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS

The major in archaeology consists of at least nine different courses numbered 200 and above, in addition to a capstone project (senior essay or thesis):

- One Gateway course — see list above
- One course in each of the four areas — see lists below
  - Anthropology
  - Art history
  - Classical civilization
  - Methods and theory
- Two 0.5 credits of the Thinking Through Archaeology symposium (recommended junior and senior fall)
- Three electives in archaeology or related disciplines**
- Senior essay/thesis tutorial (1 or 2 credits)
- Recommended fieldwork
**One course in science or research methods originating outside the ARCP Program may be applied toward the major by those pursuing the archaeological science track, provided the student can demonstrate its application toward their capstone or other archaeological research projects. This course must be declared upon admission to the major.
The archaeology major and minor was revised in spring of 2021. Majors declaring prior to Spring 2022 may opt to follow the old pathway in which the Thinking through Archaeology requirement was met by a single course with that designation; those declaring in spring 2022 or later will follow the new major.

### ANTHROPOLOGY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP203</td>
<td>The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP204</td>
<td>Introduction to Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP257</td>
<td>Environmental Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP291</td>
<td>East Asian Archaeology</td>
<td>1</td>
</tr>
</tbody>
</table>

### ART HISTORY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP260</td>
<td>Art and Archaeology of Ancient India</td>
<td>1</td>
</tr>
<tr>
<td>ARCP380</td>
<td>Relic and Image: The Archaeology and Social History of Indian Buddhism</td>
<td>1</td>
</tr>
<tr>
<td>ARCP382</td>
<td>Archaeology of Money: Numismatics and GIS</td>
<td>1</td>
</tr>
</tbody>
</table>

### CLASSICAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP201</td>
<td>Art and Archaeology of the Bronze Age Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>ARCP214</td>
<td>Survey of Greek Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP223</td>
<td>Survey of Roman Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP234</td>
<td>Art and Society in Ancient Pompeii</td>
<td>1</td>
</tr>
<tr>
<td>ARCP244</td>
<td>Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt</td>
<td>1</td>
</tr>
<tr>
<td>ARCP285</td>
<td>Off with its Pedestal! The Greek Vase as Art and Artifact</td>
<td>1</td>
</tr>
<tr>
<td>ARCP390</td>
<td>Making Rome: Monuments of Life in Ancient Rome</td>
<td>1</td>
</tr>
</tbody>
</table>

### METHODS AND THEORY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP257</td>
<td>Environmental Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP382</td>
<td>Archaeology of Money: Numismatics and GIS</td>
<td>1</td>
</tr>
<tr>
<td>ARCP350</td>
<td>Animals in Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP352</td>
<td>Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean</td>
<td>1</td>
</tr>
</tbody>
</table>

### FIELDWORK

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

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

### COURSES FOR NON-MAJORS

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

### STUDENT LEARNING GOALS

Archaeology is the discipline most directly concerned with the understanding and explanation of past societies through the study of their material remains. Archaeology majors are expected to master four of seven 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
- Scientific approaches to archaeological analysis

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 courses first as these provide the best entry points into the discipline. However, as we have no prerequisites for entry to archaeology courses, it is possible for students to complete the requirements in variable 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 non-fieldwork 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

In their senior year, ARCP majors are required to undertake an original research project culminating in either a one-semester essay ARCP403 or two-semester thesis project ARCP409 - ARCP410. These projects should be centered upon the analysis and interpretation of material remains, and may include work on objects in the archaeology and anthropology collections, materials tied to field projects of a Wesleyan faculty member, or experimental approaches to archaeological data. Students should begin planning their research focus together with their faculty Tutor during their junior year, and should plan to have fully defined their data set by the summer prior to their senior year.

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).

Honors Evaluation

In order to be considered for Honors, each thesis will be evaluated by two ARCP readers, of whom one may be the Tutor. In circumstances where a student is submitting the thesis for multiple majors, or is drawing on techniques or methods which require expertise from outside ARCP faculty, a third reader from outside the department shall be included in addition to the two from within ARCP. Readers will be determined by the Tutor in consultation with the student by the beginning of spring semester of senior year.

Readers shall write a short evaluation of the work, and offer an estimation of its merit in the form No Honors/Honors/High Honors. In cases where there is a disagreement between Readers about whether a work merits Honors, a third ARCP Reader will serve as a tie-breaker.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP201</td>
<td>Art and Archaeology of the Bronze Age Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>ARCP203</td>
<td>The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP214</td>
<td>Survey of Greek Archaeology and Art</td>
<td>1</td>
</tr>
</tbody>
</table>

MINOR REQUIREMENTS

The Minor in Archaeology requires a minimum of six credits in archaeology.

• 1 Gateway course
• 1 Elective course:
  The Elective requirement can also be met with two 0.5 credits of the Thinking Through Archaeology Symposium, offered each fall semester (beginning Fall ’22)
• 1 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).

The Minor in Archaeological Science requires a minimum of six credits in archaeology:

• 1 Gateway course
• 1 Elective course:
  The Elective requirement can be met by two 0.5 credits of the Thinking Through Archaeology Symposium Course. With the approval of the Chair, students in the ArchSci Minor can also apply one extra-departmental course in the sciences to their ARCP Minor.
• 1 course in each of three areas (Anthropology, Classical Civilization, Art History)
• 1 300-level lab-based ARCP course (this meets the Method and Theory area requirement)

To apply for the minor, please submit a declaration to add the minor through the Major/Minor/Cert Declaration application in your student portfolio. Students seeking to apply a science courses to meet their Elective requirement must explain the course they intend to apply and its application to archaeological research.
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
Assistant Professor of the Practice in Integrative Sciences and IDEAS; 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; Associate Professor, Russian, East European, and Eurasian Studies

Jeffrey Schiff
BA, Brown University; MFA, University of Massachusetts Amherst
Professor of Art; Program Director

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

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

Ilana Yacine Harris-Babou
BA, Yale University; MFA, Columbia University
Luther Gregg Sullivan Fellow in Art

John Hulsey
AB, Harvard University; MA, Universite Paris III; MFA, University of California, Los Angeles
Visiting Fellow in Art and Public Life

Scott M. Kessel
BA, Wesleyan University; MALS, Wesleyan University
Visiting Assistant Professor of Art; Drum Instructor
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/arthist/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), and nine intermediate and advanced courses (numbered in the 200 and 300 ranges, distributed as outlined below), two of which may be 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/archist/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/archist/form/ACTIVE_ARHA_2022.pdf]

As a temporary measure, and until such time as we are able to regularly offer courses in African art, courses in African Studies may count as fulfilling the Africa geographical distributional requirement.

Two of the nine intermediate and advanced courses for the major must be seminars (numbered 300 or above), which foster more advanced skills in reading, writing, and independent research. These seminars, many of which also satisfy geographical and historical distribution requirements, often include some mix of regular presentations, collaborative learning, and/or a substantial research paper.

The introductory course, the seven courses satisfying historical period and geographic area requirements, and the two seminars must be taken at Wesleyan.

For the purposes of planning, students have access to two documents:

1. course projections, which indicate when specific courses will be offered during a three-year period: [https://docs.google.com/spreadsheets/d/1o_IW5xLRNDDTyX53J2ZqxLFSmO_sNTem80MwntBUE4k/edit#gid=0](https://docs.google.com/spreadsheets/d/1o_IW5xLRNDDTyX53J2ZqxLFSmO_sNTem80MwntBUE4k/edit#gid=0)
2. ARHA major planning worksheets, which may be used to help students map out a course of study: [https://www.wesleyan.edu/art/archist/course_planning_documents.html](https://www.wesleyan.edu/art/archist/course_planning_documents.html)

Two of the nine intermediate and advanced courses for the major may be electives, which allow students to pursue their own interests 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/).

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/).

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/ (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. The Art History program director will announce all thesis decisions by mid-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).

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)

Honors Evaluation Procedures (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) 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]

• 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.
• All courses for the minor must be taken on a graded basis. Exceptions will be made for COL and CSS majors.

ADDITIONAL INFORMATION

For the purposes of planning, students have access to two documents:

1. course projections, which indicate when specific courses will be offered during a three-year period: https://docs.google.com/spreadsheets/d/1o_IW5xLRNDDTrxS3j22qxlFSmo_sNTEm80MwNtBU4k/edit#gid=0
2. ARHA minor planning worksheets, which may be used to help students map out a course of study: https://www.wesleyan.edu/art/arthist/course_planning_documents.html

As a temporary measure, and until such time as we are able to regularly offer courses in African art, courses in African Studies may count as fulfilling the Africa geographical distributional requirement.

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 rigor 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

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.
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**

**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  
John Monroe Van Vleck Professor of Astronomy; 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 Consv Music; BS, Tufts University; MS, University of Colorado Boulder; PHD, University of Colorado Boulder  
Professor of Astronomy; Professor, Integrative Sciences; Co-Coordinator, Planetary Science

**EMERITI**

**William Herbst**  
BA, Princeton University; MAA, Wesleyan University; MSC, University of Toronto; PHD, University of Toronto  
John Monroe Van Vleck Professor of Astronomy, Emeritus

**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 each semester in the junior and senior years.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR155</td>
<td>Introduction to Astrophysics</td>
<td></td>
</tr>
<tr>
<td>ASTR211</td>
<td>Observational Astronomy</td>
<td></td>
</tr>
<tr>
<td>MATH121</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH122</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH221</td>
<td>Vectors and Matrices</td>
<td></td>
</tr>
<tr>
<td>PHYS113</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS116</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS213</td>
<td>Waves and Oscillations</td>
<td></td>
</tr>
<tr>
<td>PHYS214</td>
<td>Quantum Mechanics I</td>
<td></td>
</tr>
<tr>
<td>ASTR211</td>
<td>Galactic Astronomy</td>
<td></td>
</tr>
<tr>
<td>ASTR222</td>
<td>Modern Observational Techniques</td>
<td></td>
</tr>
<tr>
<td>ASTR224</td>
<td>Exoplanets: Formation, Detection, and Characterization</td>
<td></td>
</tr>
<tr>
<td>ASTR231</td>
<td>Stellar Structure and Evolution</td>
<td></td>
</tr>
<tr>
<td>ASTR232</td>
<td>Galaxies, Quasars, and Cosmology</td>
<td></td>
</tr>
<tr>
<td>ASTR240</td>
<td>Radio Astronomy</td>
<td></td>
</tr>
</tbody>
</table>

*Upper-level Astronomy course offerings may vary year-to-year.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH222</td>
<td>Multivariable Calculus</td>
<td></td>
</tr>
<tr>
<td>PHYS324</td>
<td>Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS215</td>
<td>Special Relativity</td>
<td></td>
</tr>
<tr>
<td>PHYS219</td>
<td>Introduction to Contemporary Physics (if PHYS215 is not offered)</td>
<td></td>
</tr>
</tbody>
</table>
Additional upper-level physics courses are also recommended but are not required. Ability to program a computer in at least one of the widely used languages in the sciences, such as C, Fortran, or IDL, is also highly recommended. This does not necessarily mean that students should take a computer science course. Potential majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above, preferably by the end of their sophomore year, and should also take ASTR155 and ASTR211 during their first two years.

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

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

Click here (https://catalog.wesleyan.edu/departments/astr/ugrd-astro/%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://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.

Click here (https://catalog.wesleyan.edu/departments/astr/ugrd-astr/) for more detailed information about the astronomy major, including a sample eight-semester course plan.
COURSES

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. Students 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 about the Master of Arts program at Wesleyan, please visit
https://www.wesleyan.edu/grad/graduate-programs/masters.html.
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; 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; 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 Lafyte  
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; 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; Chair, Biology; Professor, Integrative Sciences; Co-Coordinator, Informatics and Modeling

### VISITING FACULTY

**Krista Perks**  
BA, Wesleyan University; MA, Wesleyan University; PHD, University of California San D  
Visiting Assistant Professor, Neuroscience and Behavior; 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.

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.

• 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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB&amp;B/BIOL232</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td>MB&amp;B/BIOL237</td>
<td>Signal Transduction</td>
<td>1</td>
</tr>
<tr>
<td>BIOL334</td>
<td>Shaping the Organism</td>
<td>1</td>
</tr>
<tr>
<td>BIOL325</td>
<td>Stem Cells: Basic Biology to Clinical Application</td>
<td>1</td>
</tr>
<tr>
<td>BIOL340/540</td>
<td>EvoDevo: Origins of Variation in the Phenotype</td>
<td>1</td>
</tr>
<tr>
<td>BIOL343/543</td>
<td>Muscle and Nerve Development</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B345</td>
<td>Developmental Neurobiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL241</td>
<td>Cell-Cell Interactions in Development</td>
<td>1</td>
</tr>
<tr>
<td>BIOL295</td>
<td>Physiology and Cell Biology of Cancer</td>
<td>1</td>
</tr>
<tr>
<td>BIOL332</td>
<td>Genomics Era Cell and Development</td>
<td>1</td>
</tr>
</tbody>
</table>

EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL220</td>
<td>Conservation Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL226</td>
<td>Invasive Species: Biology, Policy, and Management</td>
<td>1</td>
</tr>
<tr>
<td>BIOL235</td>
<td>Comparative Vertebrate Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>BIOL290</td>
<td>Plant Form and Diversity</td>
<td>1</td>
</tr>
<tr>
<td>BIOL316/516</td>
<td>Plant-Animal Interactions</td>
<td>1</td>
</tr>
<tr>
<td>BIOL318/518</td>
<td>Nature and Nurture: The Interplay of Genes and Environment</td>
<td>1</td>
</tr>
<tr>
<td>BIOL327/527</td>
<td>Evolutionary and Ecological Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL337</td>
<td>The Origins of Bacterial Diversity</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOL346</td>
<td>The Forest Ecosystem</td>
<td>1</td>
</tr>
<tr>
<td>BIOL365</td>
<td>Calderwoods Seminar in Public Writing: 21st-Century Biology</td>
<td>1</td>
</tr>
<tr>
<td>ENV535</td>
<td>Agricultural Food Webs</td>
<td>1</td>
</tr>
<tr>
<td>ENV5369</td>
<td>Ecological Resilience: The Good, the Bad, and the Mindful</td>
<td>1.25</td>
</tr>
</tbody>
</table>

GENETICS, GENOMICS, AND BIOINFORMATICS

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

NEUROBIOLOGY AND BEHAVIOR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL/NS&amp;B224</td>
<td>Hormones, Brain, and Behavior</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B239</td>
<td>Functional Anatomy of the Human Brain</td>
<td>1</td>
</tr>
<tr>
<td>NS&amp;B/BIOL243</td>
<td>Neurohistology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL244</td>
<td>Neuropharmacology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B245</td>
<td>Cellular Neurophysiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B250</td>
<td>Laboratory in Cellular and Behavioral Neurobiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B252</td>
<td>Cell Biology of the Neuron</td>
<td>1</td>
</tr>
<tr>
<td>NS&amp;B/BIOL254</td>
<td>Comparative Animal Behavior</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B299</td>
<td>Waves, Brains, and Music</td>
<td>1</td>
</tr>
<tr>
<td>NS&amp;B/BIOL328</td>
<td>Chemical Senses</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B345</td>
<td>Developmental Neurobiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL347</td>
<td>Mammalian Cortical Circuits</td>
<td>1</td>
</tr>
<tr>
<td>BIOL/NS&amp;B351</td>
<td>Neurobiology of Learning and Memory</td>
<td>1</td>
</tr>
<tr>
<td>NS&amp;B/BIOL353</td>
<td>Neurobiology of Neurological Disorders</td>
<td>1</td>
</tr>
<tr>
<td>BIOL356</td>
<td>Neurodevelopmental Disorders</td>
<td>1</td>
</tr>
<tr>
<td>BIOL357</td>
<td>Sex and Gender: From Synapse to Society</td>
<td>1</td>
</tr>
<tr>
<td>NS&amp;B/BIOL360</td>
<td>Calderwood Seminar in Public Writing: Neuroplasticity and the Brain</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL106</td>
<td>The Biology of Sex</td>
<td>1</td>
</tr>
<tr>
<td>BIOL140</td>
<td>Classic Studies in Animal Behavior</td>
<td>1</td>
</tr>
<tr>
<td>BIOL145F</td>
<td>Primate Behavior: The Real Monkey Business (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL173</td>
<td>Global Change and Infectious Disease</td>
<td>1</td>
</tr>
<tr>
<td>BIOL181</td>
<td>Principles of Biology I: Cell Biology and Molecular Basis of Heredity</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: MB&B228 Introduction to Biochemistry may be counted as long as neither MB&B208 nor MB&B383 is counted toward the major.
Biochemistry. This student must have completed his or her sophomore year has achieved academic excellence in biology and/or molecular biology and

**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/).

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

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

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

**BA/MA PROGRAM**

[wesleyan.edu/grad/degree-programs/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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.
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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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 3rd 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 committees 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
- Melon 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

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

For additional information, please visit 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:

FALL

- BIOL505, BIOL507, BIOL509, BIOL547
SPRING
- BIOL506, BIOL508, BIOL510, BIOL548 (0.25 credits x 2 = 0.50)
- Advanced Research (BIOL549, BIOL550 (1.0 credit x 2 = 2.0)
- 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 BIOL557 seminar 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 (https://wesleyan.edu/grad/degree-programs/bama.html).
FRIES CENTER FOR GLOBAL STUDIES

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; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies
The Center for Jewish Studies offers interdisciplinary courses in Jewish and Israel studies. All courses (required and elective) are counted toward the Minor 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 Minor. 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

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. 234)

VISITING FACULTY

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

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

Benjamin Ross Elling
BA, Cornell University; PHD, Stanford University
Assistant Professor of Chemistry

Carlos Alberto Jimenez Hoyos
MA, Rice University; PhD, Rice University
Assistant Professor of Chemistry

Joseph L. Knee
BA, SUNY at Binghamton; PHD, SUNY at Stony Brook
Beach Professor of Chemistry; Professor of Chemistry

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

Andrea Roberts
BS, Cornell University; MS, Polytechnic University; PHD, Wesleyan University

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

Alison P. Williams
BA, Wesleyan University; MS, University of Rochester; PHD, University of Rochester
Vice President for Equity Inclusion/Title IX Officer; Research Affiliate in Chemistry

VISITING FACULTY

Suara A. Adediran
Visiting Professor of Chemistry

Stephen Anthony Cooke
Visiting Scholar in Chemistry

Carla Coste Sanchez
BS, University of Puerto Rico; PHD, University of North Carolina at Chapel Hill
Visiting Assistant Professor of Chemistry

Michael J. Frisch
Research Professor in Chemistry

Rachel D. Lowe
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; Professor, Integrative Sciences, 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 and their transformations. 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 can be useful in such fields as law, government, business, and art. Many aspects of modern technology and medicine can be understood better from the viewpoint of chemistry.

The following are typical important chemical problems: the structures and dynamics of proteins, the chemistry of biofuel production, the synthesis of new molecules with potential medical applications, the consequences of light absorption, the molecular basis of diseases, development of theoretical tools to study complex chemical systems, and the synthesis and applications 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 are encouraged to take CHEM143/CHEM144 as first-year students. 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 CHEM251 faculty about the possibility of advanced placement in organic chemistry (or, in exceptional circumstances, in physical chemistry).

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**

The chemistry department offers two general pathways to the major. The Standard Chemistry Track (or A-track) is appropriate for most students whose interests lie primarily in synthesis, characterization, and applications of molecules. Students with interests in biochemistry who wish to focus on understanding biological systems at the molecular level may choose to complete the Biological Chemistry Track (or B-track) major.

**THE STANDARD CHEMISTRY TRACK (A-TRACK)**

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 with an A–F grading mode. One of the three 300-level electives may be replaced by a total of 2.0 credits in research courses (CHEM409, CHEM410, CHEM423, or CHEM424). Seminars or journal clubs cannot be counted as electives. Chemistry majors are strongly encouraged to participate in research in one of the faculty laboratories, both during the academic year and over at least one summer. Financial support for summer research is generally available through the Research in the Sciences Program.

In addition, students must either (i) complete calculus courses through MATH122, (ii) receive an Advanced Placement score of 4 or 5 on the BC calculus exam, or (iii) place into a course beyond MATH122 on the Math Placement Exam. Students must complete one year of physics (PHYS111/PHYS112 or PHYS113/PHYS116) or receive an Advanced Placement score of 4 or 5 on the AP physics exam. Students who do not complete 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. Seminars or journal clubs cannot be counted as electives.

Students who intend to be multiple majors or to study abroad are strongly urged to seek advice from the chemistry faculty as early as possible for planning their academic programs.

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 tutorials, CHEM409, CHEM410, CHEM423, or 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 is an extremely valuable capstone experience and is strongly recommended.

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 requirements 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.

**THE BIOLOGICAL CHEMISTRY TRACK (B-TRACK)**

The Biological Chemistry Track (B-track) is designed for students who are interested in a major program containing a stronger biochemistry or biophysics component within the chemistry major. The B-track provides excellent preparation for medical school or graduate studies in biochemistry.

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 among the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM309</td>
<td>Molecular and Cellular Biophysics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/M&amp;B&amp;B321</td>
<td>Biomedical Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/M&amp;B&amp;B325</td>
<td>Introduction to Biomolecular Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/M&amp;B&amp;B386</td>
<td>Biological Thermodynamics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM387</td>
<td>Enzyme Mechanisms</td>
<td>0.5</td>
</tr>
<tr>
<td>CHEM390/MB&amp;B340</td>
<td>Practical Methods in Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>MB&amp;B208</td>
<td>Molecular Biology (or any other chemistry courses, 300-level or higher)</td>
<td>1</td>
</tr>
</tbody>
</table>

One of the 300-level electives may be replaced by a total of 2.0 credits in research courses (CHEM409, CHEM410, CHEM423, or CHEM424). 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.)

In addition, 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 complete one year of physics (PHYS111/112 or PHYS113/116) or receive an Advanced Placement score of a 4 or 5 on the AP physics exam. Students who do not complete 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. Seminars or journal clubs cannot be counted as electives.

Students who intend to be multiple majors or to study abroad are strongly urged to seek advice from the chemistry faculty as early as possible for planning their academic programs.

**COURSES FOR NON-MAJORS**

The Chemistry Department offers a variety of 100-level general education courses, including CHEM141 and CHEM142, which non-science students should consider in their program to meet general education expectations in NSM. All of these courses are appropriate for students who have little or no previous background in 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. 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, satisfy requirements 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 experiments 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 a chemistry faculty member as early as possible.

ADVANCED PLACEMENT

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) and CHEM252 with a minimum grade of B. No credit will be granted if the 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 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 completing CHEM144 with a minimum grade of B, or completing a full year of organic chemistry (CHEM251 & CHEM252) with a minimum grade of B. No credit will be granted if a student completes any of the following courses: CHEM141, CHEM142, or CHEM143.

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

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

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

ENGLISH A-LEVELS

For freshmen and new students:

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

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

TRANSFER CREDIT

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 Office of Student Affairs website (https://www.wesleyan.edu/studentaffairs/pdfs/Permission_Transfer_Credit.pdf),
  • 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 each lecture meeting,
  • 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 BA/MA program.
Seminars. Seminars are a vital part of the intellectual life of the Chemistry Department. Weekly departmental colloquia on Friday afternoons (CHEM521/CHEM522) bring accomplished scientists from other universities, research laboratories, and industry to campus and provide opportunities for informal meetings and discussions. 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 by the faculty on the basis of the evaluation of a senior thesis.

CAPSTONE EXPERIENCE
The recommended capstone experience is a significant research project culminating in a senior thesis. Successful completion of the Integrated Lab sequence CHEM375/CHEM376 is considered an alternative capstone for other students.

CHEMISTRY MINOR

INTRODUCTION
The Chemistry minor provides students with a solid foundation in the fundamentals of chemical science.

ADMISSION TO THE MINOR
To declare the Chemistry minor, students must 1) have earned a grade of C or better in all completed 100- or 200-level chemistry courses and 2) have completed or be currently enrolled in CHEM251.

MINOR REQUIREMENTS
To receive the Chemistry Minor, students must complete all of the following required courses. A grade of C or better in all 100- and 200- level is required to count towards the minor:

- 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.

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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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 and are 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 requiring additional study. Students are required to pass 15 elementary and 7 advanced progress exams, which they usually accomplish by the end of the second or early in the third year of the program.
TEACHING
Completion of at least two semesters as a teaching assistant is generally required for the Ph.D. degree. These assignments are provided as a means of developing communication and teaching skills. Graduate students may be given more advanced teaching responsibilities if appropriate.

RESEARCH
Research proposal writing is one of the most important parts of the 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 plans and a second, in the fourth year, on a novel idea not directly related to the student's current work.

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 presents a final seminar to the department and broader community.

CONCENTRATIONS
CHEMICAL PHYSICS
Guiding Committee: Lutz Hüwel, Physics; Carlos Jimenez-Hoyos, Chemistry; Joseph Knee, Chemistry; Stewart E. Novick, Chemistry; Brian Stewart, Physics

Students entering the chemical physics program will choose an interdepartmental committee to oversee their progress toward the Ph.D. 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 Ph.D. in chemistry. For those chemistry 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.

Students in the Chemical Physics program are expected to take all the offered “progress exams” in the general area of physical chemistry and are required to pass ten elementary and five advanced exams.

Research. Students in the chemical physics program will follow the same procedure (three rotations in the first semester) to choose an advisor as other students in the Ph.D program in chemistry. By participating in the chemical physics seminars students are expected to become familiar with ongoing research in both the chemistry and physics departments.

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/.

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 undergraduate 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]

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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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.

ADDITIONAL INFORMATION

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

MAJOR DESCRIPTION

Classical Studies offers a multidisciplinary approach to the civilizations of ancient Greece and Rome and the broader Mediterranean world, studying these both in their original context and as avenues for modern inquiry. Students make use of diverse theoretical approaches, spanning the sciences, social sciences and humanities, and apply them in rigorous coursework and research delving into politics, media, history, identity, religion, literature, material culture and the environment. Classical Studies connects us to a shared past which expands our notions of the present, offering new perspectives with which we can think about and address modern challenges.

There are three areas of concentration within the Major: Literature and Performance; History, Politics and Social Justice; Archaeology and Archaeological Science. Each track foregrounds different facets of antiquity and analytical tools and connect with areas of faculty research and expertise. Students select a concentration upon declaration of the major, and map out a course of study within it together with their advisor. Regardless of concentration students acquire proficiency in Latin or Greek; no experience with either language is required upon entry to the major.

Literature and Performance explores the aesthetics and political force of literature and its private and public expression in Classical and modern contexts and investigates their use as social and often subversive media. Students analyze a wide range of genres including epic, drama, poetry, rhetoric, science fiction, and the novel.

History, Politics, and Social Justice examines the dynamics and strategies of communities and governments in antiquity as they adapted their institutions, legal structures, and media to serve diverse populations and strategies. It places ancient conceptions of democracy, constitutional design, and collective action from a variety of literary genres in conversation with modern notions of the same.

Archaeology and Archaeological Science focuses on material evidence from the ancient Mediterranean. Students learn to apply traditional and scientific tools (experimental archaeology, phytochemistry, geoscience) to interpret archaeological data and to reconstruct phenomena ranging from the smallest experiences of daily life to large scale environmental change.

ADMISSION TO THE MAJOR

Prospective majors will have completed one course in the history, literature, or art and archaeology of the Greek or Roman world prior to declaring in order to familiarize themselves with the interdisciplinary nature of the field, and achieved a minimum grade of B-.

Upon declaring the major students are required to complete the major declaration form and to select which area of concentration they intend to pursue. If they intend to apply a course (previously taken or planned) outside of the department towards their elective credit they should identify the course and explain 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.
MAJOR REQUIREMENTS

The Classical Studies Major requires ten credits, four of which must be within their selected area of concentration (see Course Lists, below). All Majors must take:

- **4 Language Courses in Latin or Greek numbered 102 or higher.**
  1 of the 4 has to be a course at the 300-level. Two half-credit language courses may be counted together as one credit towards the major.

- **1 Introductory Ancient History Survey (CCIV231 Greek History or CCIV232 Roman History).**
  This requirement should be completed by the end of the junior year.

- **1 Course in Material Culture at any level.**

- **2 upper level (300-level) seminars**
  Seminars can be in CLST, Greek or Latin

- **2 Electives**
  With permission from the advisor, students can apply one course from outside the department toward their concentration provided they can demonstrate its specific application towards that concentration.

**Area Concentration Requirements:**

Upon declaring the Major, students will determine which of the three concentration areas (Literature and Performance; History, Politics and Social Justice; or Archaeology and Archaeological Science) they intend to pursue. The courses in which fall under each concentration are listed here.

### LITERATURE AND PERFORMANCE

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLST202</td>
<td>Greek Drama: Theater and Social Justice, Ancient and Modern</td>
<td>1</td>
</tr>
<tr>
<td>CLST202O</td>
<td>Greek Drama</td>
<td>1</td>
</tr>
<tr>
<td>CLST205O</td>
<td>Myths, Monsters, and Misogyny: An Introduction to Greek and Roman Mythology</td>
<td>1</td>
</tr>
<tr>
<td>CLST220</td>
<td>Homer and the Epic</td>
<td>1</td>
</tr>
<tr>
<td>CLST228</td>
<td>Classical Allusions in Film</td>
<td>1</td>
</tr>
<tr>
<td>CLST327</td>
<td>Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern</td>
<td>1</td>
</tr>
<tr>
<td>LAT201</td>
<td>Catullus and Cicero: Love and Life in Republican Rome</td>
<td>1</td>
</tr>
<tr>
<td>LAT230</td>
<td>Love and Suffering in Ancient Rome (CLAC.50)</td>
<td>1</td>
</tr>
<tr>
<td>LAT331</td>
<td>Vergil: AENEID 2</td>
<td>.5</td>
</tr>
<tr>
<td>LAT360</td>
<td>Constructing Masculinity and Identity in Roman Elegy</td>
<td>1</td>
</tr>
<tr>
<td>GRK252</td>
<td>Dionysiac Transformations: Gender, Violence, and Justice in Euripides’ Hecuba</td>
<td>1</td>
</tr>
<tr>
<td>GRK275</td>
<td>Homeric Epic</td>
<td>1</td>
</tr>
<tr>
<td>GRK365</td>
<td>Greek Tragedy: Euripides</td>
<td>1</td>
</tr>
<tr>
<td>LAT202</td>
<td>Latin Lyric Poetry</td>
<td>1</td>
</tr>
<tr>
<td>LAT221</td>
<td>Roman Comedy</td>
<td>1</td>
</tr>
</tbody>
</table>

### HISTORY, POLITICS, AND SOCIAL JUSTICE

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLST190</td>
<td>Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient Greece and Rome</td>
<td>1</td>
</tr>
<tr>
<td>CLST212</td>
<td>Course CLST212 Not Found</td>
<td>1</td>
</tr>
<tr>
<td>CLST221</td>
<td>Law, Politics, and Order in the Ancient World</td>
<td>1</td>
</tr>
<tr>
<td>CLST221Z</td>
<td>Whose Rights? Law, Personhood, and Democracy, Ancient &amp; Modern</td>
<td>1</td>
</tr>
<tr>
<td>CLST248</td>
<td>Language Matters: Etymology and the Roots of Social Injustice</td>
<td>1</td>
</tr>
<tr>
<td>CLST249</td>
<td>Classics Beyond Whiteness</td>
<td>1</td>
</tr>
<tr>
<td>CLST281</td>
<td>Gender and Sexuality in Ancient Greek Culture</td>
<td>1</td>
</tr>
<tr>
<td>CLST324</td>
<td>Tales of Hope or States of Delusion? Utopias, Past and Present</td>
<td>1</td>
</tr>
<tr>
<td>CLST327</td>
<td>Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern</td>
<td>1</td>
</tr>
<tr>
<td>LAT353</td>
<td>Demagogues and Tyrants in the Roman Historians</td>
<td>1</td>
</tr>
<tr>
<td>LAT360</td>
<td>Constructing Masculinity and Identity in Roman Elegy</td>
<td>1</td>
</tr>
<tr>
<td>GRK201</td>
<td>Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory</td>
<td>1</td>
</tr>
<tr>
<td>GRK291</td>
<td>“Sexuality” in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)</td>
<td>.5</td>
</tr>
<tr>
<td>GRK365</td>
<td>Greek Tragedy: Euripides</td>
<td>1</td>
</tr>
</tbody>
</table>

### ARCHAEOLOGY AND ARCHAEOLOGICAL SCIENCE

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLST201</td>
<td>Art and Archaeology of the Bronze Age Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>CLST214</td>
<td>Survey of Greek Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>CLST223</td>
<td>Survey of Roman Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>CLST283</td>
<td>Off with its Pedestal! The Greek Vase as Art and Artifact</td>
<td>1</td>
</tr>
<tr>
<td>CLST329</td>
<td>Roman Villa Life</td>
<td>1</td>
</tr>
<tr>
<td>CLST341</td>
<td>Visualizing the Classical</td>
<td>1</td>
</tr>
<tr>
<td>CLST352</td>
<td>Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>CLST390</td>
<td>Making Rome: Monuments of Life in Ancient Rome</td>
<td>1</td>
</tr>
<tr>
<td>LAT375</td>
<td>Set in Stone: Reading Roman Life through Inscriptions</td>
<td>1</td>
</tr>
<tr>
<td>GRK355</td>
<td>Homer in Bronze Age Context</td>
<td>1</td>
</tr>
</tbody>
</table>

### STUDENT LEARNING GOALS

Under Construction

### LANGUAGE REQUIREMENT

Majors in Classical Studies acquire an intermediate level of proficiency with either Latin or Greek. No experience in either language is required upon entry into the major, however students intending to major should plan to begin
the language as soon as possible. Students with previous experience in either language should consult with the Dept. Chair for placement advice.

**ADDITIONAL INFORMATION**

**HONORS**

Students wishing to pursue Honors in the Major must complete a senior thesis or essay. These are original research projects that deal directly with primary sources (in the form of archaeological data sets or texts in the original language), show knowledge of and critical engagement with current scholarship on the subject, and present an original argument developed in response to these sources. Both the thesis and the essay should be considered serious academic undertakings and students should plan to begin research in the semester or summer which precedes it.

Students who intend to write a thesis must submit a thesis proposal to the Department by April 15 of the junior year. Students who wish to write a Senior Essay must submit their proposal to the Department by the end of the previous semester (April 15 for an essay to be written in the fall semester, November 15 for the spring).

For details on the evaluation and awarding of Honors, consult the departmental website.

**CAPSTONE EXPERIENCE**

Upon completion of the major, students will complete a 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.
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

**Lisa A. Dombrowski**  
BA, Wesleyan University; MA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison  
Professor of East Asian Studies; Professor, Film Studies

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

**Miyuki Hatano-Cohen**  
BA, Tohoku Gakuin University  
Assistant 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**  
BA, Bridgewater State College; MA, University of Arizona; PHD, University of Arizona  
Adjunct Assistant Professor, Archaeology; Adjunct Assistant Professor of East Asian Studies; Archaeology Collections Manager

**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; Chair, College 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 Professor of Archaeology; Assistant 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; Director, Office of Faculty Career Development; Professor, East Asian Studies; Professor, Environmental 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

**Jin Hi Kim**  
BA, Seoul National University; MFA, Mills College  
Adjunct Assistant 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**

**Patrick Dowdey**
- BA, University of Pennsylvania; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
- Visiting Scholar in East Asian Studies

**Yunjeong Lee**
- BA, Sun Moon University; MS, Central Connecticut State University
- Visiting Instructor in 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 Foundations 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 members have designed the concentrations listed below. Admission to the college is most commonly requested during the spring semester of a student’s first year, although students may join the major at any time, so long as they have a viable path towards completing the major’s requirements.

In order for us to learn a bit more about you and to help us match you with an advisor, we ask all students to fill out and submit the new major student information form (https://docs.google.com/forms/d/e/1FAIpQLScf6XmieaLGlh...817y9p6HHIz-GobrdHEsj1nnro7L39f35R5Q/viewform/) prior to submitting your major declaration form via WesPortal.

**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 will 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. Please note that courses taken C/U during 2020 may also count towards the major in recognition of the difficulties that many students face as a result of the pandemic.

**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 (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 (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 (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 CEAS new minor student information form (https://docs.google.com/forms/d/e/1FAlpQLScnBK33CD9ypyUTFV9uB6rOubPLy69FFpJ4yVxaExlq4Jgdg/viewform/) 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--Gong, 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.
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.

**FACULTY**

Demetrius James Colvin  
Adjunct Instructor of Education Studies; Faculty teaching in Liberal Studies;  
Director, Resource Center

Amy Grillo  
AB, Brown University; EDD, Harvard University; EDM, Harvard University  
Associate Professor of the Practice in Education Studies

Roseann Liu  
BS, New York University; EDM, Columbia University Teachers; PHD, University of Pennsylvania  
Assistant Professor of Education Studies

**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

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

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

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

Elizabeth (Beth) 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

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

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

Louise C. Neary  
BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana  
Adjunct Associate Professor of Spanish; Adjunct Associate Professor, Education Studies

Ana M. Perez-Girones  
BA, University of Seville; MA, Cornell University  
Adjunct Professor of Spanish; Adjunct Professor, Education Studies

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

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

**VISITING FACULTY**

Rachel Besharat Mann  
BSE, St Johns University; MS, Fordham University; PHD, Fordham University  
Visiting Assistant Professor of Education Studies

Preston Green  
BA, University of Virginia; EDD, Columbia University Teachers; JD, Columbia University  
Visiting Scholar in Education Studies
ADVISORS 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.

ADMISSION TO THE MAJOR

Students intending to major in Education Studies should simultaneously submit a major request through their WesPortal. It is best to do this as early as possible so that you can receive emails and updates about the major that will help you with academic planning. Students who declare at the canonical time (spring of sophomore year) should simultaneously enroll in EDST101, the Sophomore Gateway Course, which will be taught in the second half of spring term (4th quarter) every year.

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 Education Studies during the spring of the sophomore year. Late declarations of the Major will be accepted through the 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. 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.

Students can use the same course to fulfill requirements in two academic programs (for example, a cross-listed course in ITAL and EDST could count toward both the EDST Minor and the ITST Major) if that is acceptable to the other department.

These are the requirements for the Major in Education Studies:

1. Sophomore Gateway (.5 credit)
2. Foundations of Education (1 credit)
3. Category 1 (1 credit)
4. Category 2 (1 credit)
5. Category 3 (1 credit)
6. Electives (3 credits)
7. Broader Contexts (1 credit)
8. Practicum (.5 credit or equivalent)
9. Pedagogy (.5 credit)
10. Senior Seminar (1 credit)

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.

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/1gtZCuuzvRH8epYls8AF5EhE_RVAuvGuv6A-gONYk-D_k/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=eWz9qXFt80mREQyOVR3ODZ2bqMi0x91Aqeq6l9Fx3y7UNDVQ/QFUU0NNWExzRzvPS1yS

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.

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

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST101</td>
<td>Introduction to Education Studies</td>
<td>5</td>
</tr>
<tr>
<td>EDST301</td>
<td>Senior Seminar in Education Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST230</td>
<td>Schools in Society</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/EDST253</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Category 1: Cognition, Development, &amp; Science of Learning (1+ credits)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS&amp;B/BIOL/PSYC356</td>
<td>Neurodevelopmental Disorders</td>
</tr>
<tr>
<td></td>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education *</td>
</tr>
<tr>
<td></td>
<td>PSYC/NS&amp;B220</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC/NS&amp;B222</td>
<td>Sensation and Perception *</td>
</tr>
<tr>
<td></td>
<td>PSYC/NS&amp;B225</td>
<td>Cognitive Neuroscience *</td>
</tr>
<tr>
<td></td>
<td>PSYC230</td>
<td>Developmental Psychology *</td>
</tr>
<tr>
<td></td>
<td>PSYC245</td>
<td>Psychological Measurement</td>
</tr>
<tr>
<td></td>
<td>PSYC248</td>
<td>Adolescence and Emerging Adulthood *</td>
</tr>
<tr>
<td></td>
<td>PSYC253</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC271</td>
<td>Life-Span Development</td>
</tr>
<tr>
<td></td>
<td>PSYC311</td>
<td>Children’s Learning from Media</td>
</tr>
<tr>
<td></td>
<td>PSYC320</td>
<td>Cognition, Learning, and Instruction in the Classroom</td>
</tr>
<tr>
<td></td>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
</tr>
<tr>
<td></td>
<td>PSYC/NS&amp;B341</td>
<td>Psychology of Human Memory</td>
</tr>
<tr>
<td></td>
<td>PSYC355</td>
<td>Psychology of Reading</td>
</tr>
<tr>
<td></td>
<td>PSYC388</td>
<td>Advanced Research in Measurement *</td>
</tr>
<tr>
<td></td>
<td>WRCT/EDST14D/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
</tr>
<tr>
<td></td>
<td><strong>Category 2: Social and Structural Analyses of Education (1+ credits)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMST/ENGL235</td>
<td>Childhood in America</td>
</tr>
<tr>
<td></td>
<td>CHUM/AMST/EDST358</td>
<td>Fugitive Perspectives on Education and Civil Society</td>
</tr>
<tr>
<td></td>
<td>CSPL341</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Transformational Practices in School Reforms</td>
</tr>
<tr>
<td></td>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
</tr>
<tr>
<td></td>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
</tr>
<tr>
<td></td>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
</tr>
<tr>
<td></td>
<td>CSPL341E</td>
<td>Topics in Education: Introduction to Educational Law, Policy, and Educational Reform</td>
</tr>
<tr>
<td></td>
<td>DANC341</td>
<td>Dance Teaching Workshop: The Embodied Practice of Knowing</td>
</tr>
<tr>
<td></td>
<td>ECON213/AMST274</td>
<td>Economics of Wealth and Poverty *</td>
</tr>
<tr>
<td></td>
<td>EDST110F</td>
<td>Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)</td>
</tr>
<tr>
<td></td>
<td>EDST221</td>
<td>Decolonizing Education</td>
</tr>
<tr>
<td></td>
<td>EDST221Z</td>
<td>Decolonizing Education</td>
</tr>
<tr>
<td></td>
<td>EDST340</td>
<td>Schools in Society</td>
</tr>
<tr>
<td></td>
<td>EDST341G</td>
<td>Case Studies in Educational Innovation and Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>EDST345</td>
<td>Education Technology - Sociological Perspectives &amp; Implications</td>
</tr>
<tr>
<td></td>
<td>EDST355</td>
<td>The Long Struggle: Examining New Perspectives on Education Reform</td>
</tr>
<tr>
<td></td>
<td>GOVT/EDST342</td>
<td>Questioning Authority: On the Politics of the Teacher-Student Relationship</td>
</tr>
<tr>
<td></td>
<td>PSYC253</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>RELI/EDST/SISP37</td>
<td>Religion, Science, and Empire: Crucible of a Globalized World</td>
</tr>
<tr>
<td></td>
<td>SISP/EDST/SOC350</td>
<td>Sociology of Knowledge</td>
</tr>
<tr>
<td></td>
<td>SOC399M</td>
<td>Abolitionist University Studies</td>
</tr>
<tr>
<td></td>
<td>WRCT/EDST114F</td>
<td>Why You Can’t Write (FYS)</td>
</tr>
<tr>
<td></td>
<td>WRCT205/AMST227/EDST205</td>
<td>English Language Learners and US Language Policy</td>
</tr>
<tr>
<td></td>
<td><strong>Category 3: Research Methods &amp; Data Analysis (1 credit)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMST221/ENGL235</td>
<td>Childhood in America</td>
</tr>
<tr>
<td></td>
<td>ECON300</td>
<td>Quantitative Methods in Economics *</td>
</tr>
<tr>
<td></td>
<td>ECON385</td>
<td>Econometrics</td>
</tr>
<tr>
<td></td>
<td>MATH132</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td></td>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach *</td>
</tr>
<tr>
<td></td>
<td>PSYC202</td>
<td>Qualitative Research Methods in Psychology *</td>
</tr>
<tr>
<td></td>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education *</td>
</tr>
<tr>
<td></td>
<td>PSYC207</td>
<td>Research Methods in Developmental Psychology *</td>
</tr>
<tr>
<td></td>
<td>PSYC/NS&amp;B210</td>
<td>Research Methods in Cognition *</td>
</tr>
<tr>
<td></td>
<td>PSYC213</td>
<td>Research Methods in Social Psychology *</td>
</tr>
<tr>
<td></td>
<td>PSYC388</td>
<td>Advanced Research in Measurement *</td>
</tr>
<tr>
<td></td>
<td>QAC/GOVT201/NS&amp;B280/PSYC280</td>
<td>Applied Data Analysis</td>
</tr>
<tr>
<td></td>
<td>QAC/GOVT2012/NS&amp;B280Z/PSYC280Z</td>
<td>Applied Data Analysis</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ELECTIVE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students round out their Education Studies coursework with electives, in any combination of courses in the Foundation or Breadth categories.</td>
<td></td>
</tr>
</tbody>
</table>
**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.

**Code**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective: Other courses in Foundations, Cat 1, Cat 2, Cat 3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>BROADER CONTEXTS COURSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take one course that addresses broad theoretical influences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on how systems of knowledge or schooling are understood, constructed,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transmitted, and changed. This course should sharpen students’ ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about what is taught, why it is taught, and how it is taught in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>current U.S. or other contexts. Students must take 1 credit in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broader Context category. There are many courses that will satisfy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this requirement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Code**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
<th>Minimum of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM202/AMST275/ENGL240</td>
<td>Introduction to African American Literature</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST119</td>
<td>Reading Difference</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST174</td>
<td>Popular Culture and Social Justice: An Introduction to American Studies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST176</td>
<td>Race, Indigeneity, and Citizenship: Introduction to American Studies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST/LAST200</td>
<td>Colonialism and Its Consequences in the Americas</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST/FGSS237</td>
<td>Histories of Modern U.S. Gender and Sexuality</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMST241/ENGL235</td>
<td>Childhood in America</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ANTH101</td>
<td>Introduction to Cultural Anthropology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ANTH290</td>
<td>Style and Identity in Youth Cultures</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CEAS205/GOVT281</td>
<td>Democracy and Social Movements in East Asia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COL/CHUM228/</td>
<td>The Art and Science of Social Engagement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HIST140/PHIL112</td>
<td>Philosophy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSPL217</td>
<td>Civil Rights Litigation Since 1978: A Practitioner’s Perspective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSPL220</td>
<td>Participatory Design: From Helping to Solidarity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSPL399</td>
<td>Understanding the 2012 Presidential Election</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DANC341</td>
<td>Dance Teaching Workshop: The Embodied Practice of Knowing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECON366</td>
<td>The Economics of Developing Countries</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENGL/AFAM/FGSS/THEA371</td>
<td>Sister Acts: Black Feminist/Womanist Theater of the African Diaspora</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FGSS200</td>
<td>Sex/Gender in Critical Perspective (FGSS Gateway)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FGSS216</td>
<td>Global America: Gender, Empire &amp; Internationalism Since 1890</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT159</td>
<td>The Moral Basis of Politics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT239</td>
<td>Racial and Ethnic Politics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT250</td>
<td>Civil Rights and Liberties</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT/CEAS/LAST271</td>
<td>Political Economy of Developing Countries</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT/LAST302</td>
<td>Latin American Politics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GOVT345</td>
<td>Citizenship and Immigration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HIST176/SISP276</td>
<td>Introduction to History: Science in the Making: Thinking Historically</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**PEDAGOGY & PRACTICUM**

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. Pedagogy courses are listed below.

- 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. Some ideas are listed below.

- If the practicum experience is something other than one of the approved listed courses listed below, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy (.5 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASTR430</td>
<td>Seminar on Astronomical Pedagogy *</td>
<td>.25</td>
</tr>
<tr>
<td>CSPL277</td>
<td>Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development</td>
<td>.5</td>
</tr>
<tr>
<td>DANC341</td>
<td>Dance Teaching Workshop: The Embodied Practice of Knowing</td>
<td>1</td>
</tr>
<tr>
<td>EDST210/IDEA209</td>
<td>Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches</td>
<td>.5</td>
</tr>
<tr>
<td>EDST310</td>
<td>Practicum in Education Studies</td>
<td>1</td>
</tr>
<tr>
<td>EDST311</td>
<td>Community Impact Practicum: Building Capacity to Support Educational Enrichment</td>
<td>1</td>
</tr>
<tr>
<td>ITAL220</td>
<td>Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning (CLAC.50) *</td>
<td>.5</td>
</tr>
<tr>
<td>MUSC463</td>
<td>Teaching Music Lessons to Children in Local Schools</td>
<td>1</td>
</tr>
<tr>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>QAC301</td>
<td>Statistics Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L221</td>
<td>The Pedagogy of Second Language Teaching and Learning</td>
<td>.5</td>
</tr>
<tr>
<td>RL&amp;L/EDST223</td>
<td>Second Language Acquisition and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST140L/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST201</td>
<td>Learning to Write</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST202</td>
<td>Pedagogy for Teaching English to Speakers of Other Languages Tutors</td>
<td>.5</td>
</tr>
<tr>
<td>WRCT/EDST400</td>
<td>Ford Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Courses or Experiences</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>CHEM241</td>
<td>Informal Science Education for Elementary School Students I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/MB&amp;B242</td>
<td>Informal Science Education for Elementary School Students II</td>
<td>1</td>
</tr>
<tr>
<td>DANC447</td>
<td>Dance Teaching Practicum</td>
<td>.5</td>
</tr>
<tr>
<td>EDST223</td>
<td>Second Language Acquisition and Teaching (RL&amp;L223)</td>
<td>1</td>
</tr>
<tr>
<td>EDST310</td>
<td>Practicum in Education Studies</td>
<td>1</td>
</tr>
<tr>
<td>EDST311</td>
<td>Community Impact Practicum: Building Capacity to Support Educational Enrichment</td>
<td>1</td>
</tr>
<tr>
<td>MUSC463</td>
<td>Teaching Music Lessons to Children in Local Schools</td>
<td>1</td>
</tr>
<tr>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>QAC301</td>
<td>Statistics Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L/EDST223</td>
<td>Second Language Acquisition &amp; Pedagogy - Teaching Romance Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST140L/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST202</td>
<td>Pedagogy for Teaching English to Speakers of Other Languages Tutors</td>
<td>.5</td>
</tr>
</tbody>
</table>

**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 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**
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

**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
Corwin-Fuller Professor of Film Studies; Associate Professor of Film Studies and Co-Director of the Wesleyan Documentary Project

**AFFILIATED FACULTY**

Lisa A. Dombrowski

**VISITING FACULTY**

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

**Anthony O. Scott**
BA, Harvard University; MA, Johns Hopkins University
Distinguished Professor of Film Criticism

**Matthew Weise**
BS, University of Wisconsin-Milwaukee; MS, Massachusetts Institute of Technology
Visiting Artist-in-Residence in Film Studies

**Susan Youssef**
MFA, University of Texas Austin
Visiting Assistant Professor of Film Studies

**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**

Stephen Collins, Scott Higgins, Michael Slowik, Marc Longenecker, Sadia Shepard, Anuja Jain, Tracy Strain

**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 Wesleyan Documentary Project, the Student Film Series, and the Wesleyan Cinema Archives. CFILM 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, or on the Internet. 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 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 CFILM Director (Scott Higgins) or CFILM Associate Director (Tracy Strain) 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. 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 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/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 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 credit for student forums, but uncredited opportunities to work on 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 and the Wesleyan Documentary Project. 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM304</td>
<td>History of Global Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM307</td>
<td>The Language of Popular Cinema</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIRED COURSES AFTER ENTRY INTO THE MAJOR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM450</td>
<td>Sight and Sound Workshop (in junior year)</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIRED FILM STUDIES ELECTIVES

Select a minimum of seven of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM250</td>
<td>Computational Media: Videogame Development</td>
<td></td>
</tr>
<tr>
<td>FILM301</td>
<td>The History of Spanish Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM305</td>
<td>Sophomore Colloquium for Declaring Majors</td>
<td></td>
</tr>
<tr>
<td>FILM308</td>
<td>The “Hollywood” Musical</td>
<td></td>
</tr>
<tr>
<td>FILM309</td>
<td>Immersion Seminar: Film Noir</td>
<td></td>
</tr>
<tr>
<td>FILM314</td>
<td>Directorial Style: Classic American Film Comedy</td>
<td></td>
</tr>
<tr>
<td>FILM318</td>
<td>Awesome Cinema: Religion, Art, and the Unrepresentable</td>
<td></td>
</tr>
<tr>
<td>FILM319</td>
<td>Television Storytelling: The Conditions of Narrative Complexity</td>
<td></td>
</tr>
<tr>
<td>FILM320</td>
<td>The New German Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM322</td>
<td>Alfred Hitchcock</td>
<td></td>
</tr>
<tr>
<td>FILM324</td>
<td>Visual Storytelling: The History and Art of Hollywood's Master Storytellers</td>
<td></td>
</tr>
<tr>
<td>FILM326</td>
<td>At Home in the World: Transnational Women's Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM329</td>
<td>Introduction to Indian Cinema: 'Bollywood' and Beyond</td>
<td></td>
</tr>
<tr>
<td>FILM330</td>
<td>The Art and Business of Contemporary Film</td>
<td></td>
</tr>
<tr>
<td>FILM331</td>
<td>Video Games as/and the Moving Image: Art, Aesthetics, and Design</td>
<td></td>
</tr>
<tr>
<td>FILM333</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM336</td>
<td>Silent Storytelling</td>
<td></td>
</tr>
<tr>
<td>FILM341</td>
<td>The Cinema of Horror</td>
<td></td>
</tr>
<tr>
<td>FILM342</td>
<td>Cinema of Adventure and Action</td>
<td></td>
</tr>
<tr>
<td>FILM346</td>
<td>Contemporary East Asian Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM347</td>
<td>Melodrama and the Woman's Picture</td>
<td></td>
</tr>
<tr>
<td>FILM349</td>
<td>Television: The Domestic Medium</td>
<td></td>
</tr>
<tr>
<td>FILM350</td>
<td>Contemporary International Art Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM352</td>
<td>From Caligari to Hitler: Weimar Cinema in Context</td>
<td></td>
</tr>
<tr>
<td>FILM355</td>
<td>Newest German (and Austrian) Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM358</td>
<td>Italian Cinema: 1945-1965</td>
<td></td>
</tr>
<tr>
<td>FILM360</td>
<td>Philosophy and the Movies: The Past on Film</td>
<td></td>
</tr>
<tr>
<td>FILM366</td>
<td>Elia Kazan’s Films and Archives</td>
<td></td>
</tr>
<tr>
<td>FILM370</td>
<td>The Art of Film Criticism</td>
<td></td>
</tr>
<tr>
<td>FILM372</td>
<td>Hong Kong Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM395</td>
<td>Autobiographical Storytelling</td>
<td></td>
</tr>
<tr>
<td>FILM397</td>
<td>Cinema and City in Asia</td>
<td></td>
</tr>
<tr>
<td>FILM381</td>
<td>Martin Scorsese</td>
<td></td>
</tr>
<tr>
<td>FILM448</td>
<td>Directing Actors for the Camera</td>
<td></td>
</tr>
<tr>
<td>FILM384</td>
<td>Documentary Storytelling</td>
<td></td>
</tr>
<tr>
<td>FILM385</td>
<td>Documentary History</td>
<td></td>
</tr>
<tr>
<td>FILM387</td>
<td>Seminar on Television Series and Aesthetics</td>
<td></td>
</tr>
</tbody>
</table>
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 face. No other liberal arts film program features such a broad and deep background in analysis, culture, and history coupled with sensitivity to film and television’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 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 form and culture to the tasks of storytelling. Upon graduation, majors know how to make a movie; are experienced in film and television writing; understand film history; can offer original visions; and are capable of extending our knowledge of the moving image.

Our major demands and rewards 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, solve problems, and learn from failure as well as success.

**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 and culture by looking at what is on screen using the language of filmmakers. We highlight visual storytelling. 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 with fewer requirements and an emphasis on cross-listed classes. Its mission is to deliver an encompassing curriculum in film and media studies through an interdisciplinary approach.

**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 face. No other liberal arts film program features such a broad and deep background in analysis, culture, and history coupled with

---

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM410</td>
<td>Senior Thesis Tutorial</td>
<td></td>
</tr>
<tr>
<td>FILM457</td>
<td>Advanced Filmmaking</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**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, or a film criticism 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.

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
- 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.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM288</td>
<td>Global Film Auteurs</td>
<td>1</td>
</tr>
<tr>
<td>FILM301</td>
<td>The History of Spanish Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM304</td>
<td>History of Global Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM305</td>
<td>Sophomore Colloquium for Declaring Majors</td>
<td>1</td>
</tr>
<tr>
<td>FILM307</td>
<td>The Language of Hollywood: Styles, Storytelling, and Technology</td>
<td>1</td>
</tr>
<tr>
<td>FILM311</td>
<td>Israel in Therapy: Society Under the Influence of TV Series</td>
<td>1</td>
</tr>
<tr>
<td>FILM315</td>
<td>Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture</td>
<td>1</td>
</tr>
<tr>
<td>FILM318</td>
<td>Awesome Cinema: Religion, Art, and the Unrepresentable</td>
<td>1</td>
</tr>
<tr>
<td>FILM319</td>
<td>Television Storytelling: The Conditions of Narrative Complexity</td>
<td>1</td>
</tr>
<tr>
<td>FILM320</td>
<td>The New German Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM322</td>
<td>Alfred Hitchcock</td>
<td>1</td>
</tr>
<tr>
<td>FILM324</td>
<td>Visual Storytelling: The History and Art of Hollywood’s Master Storytellers</td>
<td>1</td>
</tr>
<tr>
<td>FILM326</td>
<td>At Home in the World: Transnational Women’s Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM328</td>
<td>Moving Images Beyond the West: An introduction to Global Media</td>
<td>1</td>
</tr>
<tr>
<td>FILM329</td>
<td>Introduction to Indian Cinema: ‘Bollywood’ and Beyond</td>
<td>1</td>
</tr>
<tr>
<td>FILM331</td>
<td>Video Games as/responding the Moving Image: Art, Aesthetics, and Design</td>
<td>1</td>
</tr>
<tr>
<td>FILM336</td>
<td>Silent Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM346</td>
<td>Contemporary East Asian Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM347</td>
<td>Melodrama and the Woman’s Picture</td>
<td>1</td>
</tr>
<tr>
<td>FILM348</td>
<td>Postwar American Independent Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM349</td>
<td>Television: The Domestic Medium</td>
<td>1</td>
</tr>
<tr>
<td>FILM350</td>
<td>Contemporary International Art Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM352</td>
<td>From Caligari to Hitler: Weimar Cinema in Context</td>
<td>1</td>
</tr>
<tr>
<td>FILM355</td>
<td>Newest German (and Austrian) Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM357</td>
<td>Fassbinder &amp; Sirk: Limitations of Life</td>
<td>1</td>
</tr>
<tr>
<td>FILM358</td>
<td>Italian Cinema: 1945-1965</td>
<td>1</td>
</tr>
<tr>
<td>FILM360</td>
<td>Philosophy and the Movies: The Past on Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM362</td>
<td>Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM368</td>
<td>Using the Moving Image Archive</td>
<td>1</td>
</tr>
<tr>
<td>FILM370</td>
<td>The Art of Film Criticism</td>
<td>1</td>
</tr>
<tr>
<td>FILM381</td>
<td>Martin Scorsese</td>
<td>1</td>
</tr>
<tr>
<td>FILM384</td>
<td>Documentary Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM385</td>
<td>Documentary History</td>
<td>1</td>
</tr>
<tr>
<td>FILM386</td>
<td>The Long and the Short: Fritz Lang in Berlin and Hollywood</td>
<td>1</td>
</tr>
<tr>
<td>FILM387</td>
<td>Seminar on Television Series and Aesthetics</td>
<td>1</td>
</tr>
<tr>
<td>FILM388</td>
<td>Advanced Global Film Auteurs</td>
<td>1</td>
</tr>
<tr>
<td>FILM389</td>
<td>Film Genres: The Western</td>
<td>1</td>
</tr>
<tr>
<td>FILM391</td>
<td>Sex and Violence: American Film-making Under Censorship</td>
<td>1</td>
</tr>
<tr>
<td>FILM392</td>
<td>Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini</td>
<td>1</td>
</tr>
<tr>
<td>FILM418</td>
<td>Documentary Filmmaking for Majors and Minors</td>
<td>1</td>
</tr>
<tr>
<td>FILM420</td>
<td>Documentary Production</td>
<td>1</td>
</tr>
<tr>
<td>FILM451</td>
<td>Introduction to Digital Filmmaking</td>
<td>1</td>
</tr>
<tr>
<td>FILM452</td>
<td>Writing About Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM454</td>
<td>Writing the Short Film - For Non-Majors</td>
<td>1</td>
</tr>
<tr>
<td>FILM455</td>
<td>Writing for Television</td>
<td>1</td>
</tr>
<tr>
<td>FILM458</td>
<td>Screenwriting: The Short Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM459</td>
<td>Writing for Television II</td>
<td>1</td>
</tr>
<tr>
<td>AFAM274</td>
<td>Reel Black: African American Life in Film</td>
<td>1</td>
</tr>
<tr>
<td>AMST315</td>
<td>Entertaining Social Change</td>
<td>1</td>
</tr>
<tr>
<td>ANTH244</td>
<td>Television: The Domestic Medium</td>
<td>1</td>
</tr>
<tr>
<td>ANTH285</td>
<td>Film and Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH361</td>
<td>Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>CEAS232</td>
<td>Introduction to Chinese Film</td>
<td>1</td>
</tr>
<tr>
<td>CEAS234</td>
<td>Modern Korea in Film and Fiction</td>
<td>1</td>
</tr>
<tr>
<td>CEAS248</td>
<td>South Korean Cinema: Re/imagining Modern History on Screen</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CEAS266</td>
<td>Modern Korean Women's Literature and Film</td>
<td>1</td>
</tr>
<tr>
<td>CJST234</td>
<td>Israel in Therapy: Society Under the Influence of TV Series</td>
<td>1</td>
</tr>
<tr>
<td>CJST248</td>
<td>Designing Reality in Israeli Documentary Film</td>
<td>1</td>
</tr>
<tr>
<td>COL249</td>
<td>Narrative and Ideology</td>
<td>1</td>
</tr>
<tr>
<td>GOVT298</td>
<td>Terrorism and Film</td>
<td>1</td>
</tr>
<tr>
<td>GOVT387</td>
<td>Foreign Policy at the Movies</td>
<td>1</td>
</tr>
<tr>
<td>REES233</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L233</td>
<td>Modern Italy on the Silver Screen: 1960--2015</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L301</td>
<td>The History of Spanish Cinema</td>
<td>1</td>
</tr>
<tr>
<td>SPAN280</td>
<td>Screening Youth in Contemporary Latin American Cinema</td>
<td>1</td>
</tr>
</tbody>
</table>
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

Christopher James Chenier
BA, Bard College; MA, University of Delaware
Assistant Professor of the Practice in Integrative Sciences and IDEAS; Adjunct Assistant Professor, Integrative Sciences; Adjunct Assistant Professor of Art

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

AFFILIATED FACULTY

Gloster B. Aaron
BA, Oberlin College; PHD, University of Pennsylvania
Associate Professor of Biology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

David L. Beveridge
BA, College of Wooster; MAA, Wesleyan University; PHD, University of Cincinnati
Joshua Boger University Professor of the Sciences and Mathematics, Emeritus; Professor, Integrative Sciences, Emeritus; Co-coordinator, Molecular Biophysics

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
Assistant Professor of the Practice in Integrative Sciences and IDEAS; 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

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

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 for Budget and Personnel; 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

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

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; 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

Michael A. McAlear
BS, McGill University; PHD, McGill University
Associate Professor of Molecular Biology and Biochemistry; 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

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

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

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

Brian Hale Northrop
BA, Middlebury College; PHD, University of California, Los Angeles
Professor of Chemistry; 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

Suzanne B. O'Connell
BA, Oberlin College; MS, SUNY at Albany; PHD, Columbia University
Harold T. Stearns Professor of Earth Science; Professor of Earth and Environmental Sciences; Professor, Integrative Sciences

Rich Olson
BA, Cornell University; PHD, Columbia University
Associate Professor of Chemistry; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

Michelle Louise Personick
BA, Wesleyan University; MA, Northwestern University
Associate Professor of Chemistry; Associate Professor, Integrative Sciences

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

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

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

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
Foss Professor of Physics; 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

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

Greg A. Voth
BS, Wheaton College; MS, Cornell University; PhD, Cornell University
Professor of Physics; Professor, Integrative Sciences

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

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

Michael P. Weir
BS, University of Sussex; PhD, University of Pennsylvania
Professor of Biology; Chair, Biology; Professor, Integrative Sciences; Co-Coordinator, Informatics and Modeling

EMERITI

Ellen Thomas
BS, University of Utrecht; MS, University of Utrecht; PhD, University of Utrecht
Smith Curator of Paleontology of the Joe Webb Peoples Museum of Natural History; Harold T. Stearns Professor of Integrative Sciences, Emerita

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; Chair, 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

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

EMERITI

Ellen Thomas
BS, University of Utrecht; MS, University of Utrecht; PhD, University of Utrecht
Smith Curator of Paleontology of the Joe Webb Peoples Museum of Natural History; Harold T. Stearns Professor of Integrative Sciences, Emerita

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; Chair, 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

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 CIS221/CIS222 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 [https://www.wesleyan.edu/cis/summer-program/], 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).
THE 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 Philosophy; Associate Professor of Letters; Chair, College of Letters

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; Chair, History; 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; Coordinator, Muslim 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

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, German Studies; Professor, 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

Khachig Tölölyan
BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University
Professor of English and 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

The College of Letters is a three-year major that students typically declare in the spring semester of their first year at Wesleyan. Declaration forms and further information can be found on the COL website under “Declare the Major ([https://www.wesleyan.edu/col/apply.html](https://www.wesleyan.edu/col/apply.html)).” Submission of these forms provides the department with information needed to advise an incoming major on all aspects of their academic career, including their choice of a foreign language and study abroad planning. Students will be assigned a COL advisor within two weeks of declaring the major. Sophomore transfer students may declare the major before or during orientation.
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)
  - 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.”

Courses that students take as first-years before their declaration of the COL major cannot count for major credit or as an elective. The four electives required are designed to be taken in conjunction with the COL colloquium to foster intellectual synergy for all students in the major and their cohort.

STUDENT LEARNING GOALS

The College of Letters (COL) is a three-year, interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students learn how to think and write critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by them.

Through a required sequence of five colloquia in Antiquity, the Middle Ages, the Early Modern period, the 19th and then the 20th and 21st centuries, students learn about the emergence of the constitutive idea of Europe out of Jerusalem, Athens, and Rome, and 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.

FACULTY

Daniel Steinmetz-Jenkins
BA, Concordia College Or; MA, Reed College; PhD, Columbia University
Assistant Professor in the College of Social Studies; Assistant Professor, History

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; PhD, Yale University
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; Chair, 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
Ezra and Cecile Zilkha Professor in the College of Social Studies; Professor of History; Tutor, College of Social Studies; Professor, German 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

Ioana Emy Matesan
MA, Arizona State University; PhD, Syracuse University
Associate Professor of Government; Tutor, College of Social 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

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

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

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 Lexingt; MA, University of Michigan; PhD, University of Michigan
Professor of Economics; Chair, Economics; Tutor, College of Social 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

Sarah E. Willart
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

J. Donald Moon
BA, University Minnesota Mpls; MA, University of California, Berkeley; PhD, University Minnesota Mpls
John E. Andrus Professor of Government, Emeritus; Ezra and Cecile Zilkha Professor in the College of Social Studies, Emeritus

Nancy L. Schwartz
BA, Oberlin College; MAA, Wesleyan University; PhD, Yale University
Professor of Government, Emerita; Professor of Government, Emerita
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 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; 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; Director, Office of Faculty Career Development; Professor, East Asian Studies; Professor, Environmental 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

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; Associate Editor, History and Theory; Professor, Environmental Studies

Joseph T. Rouse
BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University; PHD, Northwestern University
Environmental Studies Major

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; 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, African American Studies; Professor, Environmental 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; Chair, 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

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

Allison Diane Orr
BA, Wake Forest University; MFA, Mills College
Visiting Assistant Professor of Environmental Studies; Distinguished Fellow in the College of the Environment

Earl W. Phillips
BA, Wesleyan University; JD, The Catholic University of America
Distinguished Teaching Professor in Environmental Sciences

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. 98).

ADMISSION TO THE MAJOR

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS307</td>
<td>The Economy of Nature and Nations</td>
<td>1</td>
</tr>
<tr>
<td>PHIL212</td>
<td>Introduction to Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PHIL215</td>
<td>Humans, Animals, and Nature</td>
<td>1</td>
</tr>
<tr>
<td>PHIL270</td>
<td>Environmental Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHIL287</td>
<td>Philosophy of Science</td>
<td>1</td>
</tr>
</tbody>
</table>

### CORE ELECTIVES AREA 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON210</td>
<td>Climate Change Economics and Policy</td>
<td>1</td>
</tr>
<tr>
<td>ECON212</td>
<td>The Economics of Sustainable Development,</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Vulnerability, and Resilience</td>
<td></td>
</tr>
<tr>
<td>ENVS285</td>
<td>Environmental Law and Policy</td>
<td>1</td>
</tr>
<tr>
<td>ENVS325</td>
<td>Healthy Places: Practice, Policy, and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Population Health</td>
<td></td>
</tr>
<tr>
<td>GOVT206</td>
<td>Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>GOVT221</td>
<td>Environmental Policy</td>
<td>1</td>
</tr>
<tr>
<td>GOVT322</td>
<td>Global Environmental Politics</td>
<td>1</td>
</tr>
</tbody>
</table>

### CORE ELECTIVES AREA 3

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

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. 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) 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.
To abide by Wesleyan’s university-level honors regulations, which are formulated by a university-wide faculty Honors Committee (http://www.wesleyan.edu/acaf/governance/rosters.html) and detailed on the Honors webpages (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/) (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) at the beginning of your senior year. You may apply to the Thordike Fund (http://www.wesleyan.edu/registrar/honors/jelly_bean_papers/thordike_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 THESSES 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, 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.

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.

**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. 94).

**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
  - 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

Laurie Kenney, Administrative Assistant
284 High Street, x3733
lkenney01@wesleyan.edu
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

Pedro Bermudez
MFA, American Film Institute
Assistant Professor of the Practice in Video and Audio Production

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 Womans 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 Dance; 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, African American Studies; Professor, Environmental Studies

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.

VISITING FACULTY

Douglas Elkins
Visiting Associate Professor of Dance

Maho Amy Ishiguro
BA, Colgate University; MA, Wesleyan University; PHD, Wesleyan University

Visiting Assistant Professor of Dance

Chelsie McPhilimy
BA, University of Wisconsin at Madison; MFA, Ohio State University
Technical Director, Dance Department

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

Nikolas Charles Ferguson Owens
BA, Wesleyan University
Visiting Instructor in Dance

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC103</td>
<td>Dancing Bodies</td>
<td>1</td>
</tr>
<tr>
<td>DANC104F</td>
<td>Dance as Cultural Knowledge: Dances from Indonesia (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>DANC211</td>
<td>Contemporary Dance Technique I</td>
<td>.5</td>
</tr>
<tr>
<td>DANC212</td>
<td>Composition Across the Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

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

* 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

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

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 problematic 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
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 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.


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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC202</td>
<td>Ballet I</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC211</td>
<td>Contemporary Dance Technique I</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC213</td>
<td>Jazz Technique</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC244</td>
<td>Delicious Movement: Time Is Not Even, Space Is Not Empty</td>
<td>1</td>
</tr>
</tbody>
</table>
### Dance Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC251</td>
<td>Javanese Dance I</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC260</td>
<td>West African Dance I</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC261</td>
<td>Bharata Natyam I: Introduction of South Indian Classical Dance</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC360</td>
<td>West African Dance II</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC362</td>
<td>Bharata Natyam II: Embracing the Traditional and the Modern</td>
<td>0.5</td>
</tr>
<tr>
<td>DANC365</td>
<td>West African Dance III</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Project Based Courses
Includes dance making courses, such as:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC249</td>
<td>Making Dances I: Solo Work</td>
<td>1</td>
</tr>
<tr>
<td>DANC250</td>
<td>Dance Composition: Choreography Workshop</td>
<td>1</td>
</tr>
<tr>
<td>DANC371</td>
<td>Site-Specific Choreography</td>
<td>1</td>
</tr>
</tbody>
</table>

and hybrid courses such as:

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

### Other Elective Options
In addition to the courses listed above, elective options include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC104F</td>
<td>Introduction to Contemporary Dance from Global Perspectives (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>DANC107</td>
<td>Writing Is Dancing, Dancing Is Writing</td>
<td>1</td>
</tr>
<tr>
<td>DANC111</td>
<td>Introduction to Dance</td>
<td>1</td>
</tr>
<tr>
<td>DANC301</td>
<td>Anatomy and Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>DANC447</td>
<td>Dance Teaching Practicum</td>
<td>0.5</td>
</tr>
<tr>
<td>&amp; DANC378</td>
<td>and Repertory and Performance</td>
<td></td>
</tr>
</tbody>
</table>
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).

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; 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 College; 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  
Harold T. Stearns Professor of Earth Science; 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

AFFILIATED FACULTY

Helen Mills Poulos  
BS, Pepperdine University; MPHIL, Yale University; MS, Pennsylvania State University; PHD, Yale University  
Adjunct Assistant Professor of Environmental Studies; Adjunct Assistant Professor, Earth and 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 College; MAA, Wesleyan University; MS, Colorado State University; PHD, University of Texas Austin  
Alan M. Dachs Professor of Science, Emeritus

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, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES101</td>
<td>Dynamic Earth</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES115</td>
<td>Introduction to Planetary Geology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES155</td>
<td>Earth System Science</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES197</td>
<td>Introduction to Environmental Studies</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES199</td>
<td>Introduction to Environmental Science and Sustainability</td>
<td>1</td>
</tr>
</tbody>
</table>

SOPHOMORE SEMINAR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES195</td>
<td>Sophomore Field Course</td>
<td>0.5</td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS

- 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES201</td>
<td>Geology of Connecticut</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES213</td>
<td>Mineralogy</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES214</td>
<td>and Laboratory Study of Minerals</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES215</td>
<td>Earth Materials</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES216</td>
<td>and Earth Materials Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES220</td>
<td>Geomorphology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES221</td>
<td>and Geomorphology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES224</td>
<td>and Field Geology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES230</td>
<td>Sedimentology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES231</td>
<td>and Sedimentology/Stratigraphy Techniques</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES313</td>
<td>Petrogenesis of Igneous and Metamorphic</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES314</td>
<td>Rocks and Laboratory Study of Igneous and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES317</td>
<td>Volcanology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES319</td>
<td>Meteorites and Cosmochemistry</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES320</td>
<td>and Meteorites Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES321</td>
<td>Planetary Evolution</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES325</td>
<td>Geologic Field Mapping</td>
<td>1</td>
</tr>
</tbody>
</table>

HYDROSHERE, BIOSPHERE, AND ATMOSPHERE COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES234</td>
<td>Geobiology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES235</td>
<td>and Geobiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES238</td>
<td>The Forest Ecosystem</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES240</td>
<td>Invasive Species: Biology, Policy, and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES244</td>
<td>Soils and Soils Laboratory</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES245</td>
<td>and Soils Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES246</td>
<td>Hydrology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES248</td>
<td>Environmental Investigation and Remediation</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES250</td>
<td>Environmental Geochemistry</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES251</td>
<td>and Environmental Geochemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES257</td>
<td>Environmental Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES260</td>
<td>Oceans and Climate</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES261</td>
<td>and Techniques in Ocean and Climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Investigations</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES342</td>
<td>Ecological Resilience: The Good, the Bad,</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>and the Mindful</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES361</td>
<td>Living in a Polluted World</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES376</td>
<td>Mass Extinctions in the Oceans: Animal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Origins to Anthropocene</td>
<td></td>
</tr>
</tbody>
</table>

METHOD COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES270</td>
<td>Quantitative Methods for the Biological and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Environmental Sciences</td>
<td></td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES101</td>
<td>Dynamic Earth</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES115</td>
<td>Introduction to Planetary Geology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES155</td>
<td>Earth System Science</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES201</td>
<td>Geology of Connecticut</td>
<td>1</td>
</tr>
<tr>
<td>&amp; E&amp;ES214</td>
<td>Mineralogy and Laboratory Study of Minerals</td>
<td>1.5</td>
</tr>
<tr>
<td>E&amp;ES220</td>
<td>Geomorphology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES221</td>
<td>Geomorphology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES224</td>
<td>Field Geology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES230</td>
<td>Sedimentology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES231</td>
<td>Sedimentology/Stratigraphy Techniques</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES246</td>
<td>Hydrology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES260</td>
<td>Oceans and Climate</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES261</td>
<td>and Techniques in Ocean and Climate</td>
<td></td>
</tr>
<tr>
<td>Investigations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES281</td>
<td>and GIS Service-Learning Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES313</td>
<td>Petrogenesis of Igneous and Metamorphic</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES314</td>
<td>Rocks and Laboratory Study of Igneous and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES317</td>
<td>Volcanology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES321</td>
<td>Planetary Evolution</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES380</td>
<td>Advanced GIS and Spatial Analyses</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES385</td>
<td>Remote Sensing</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES386</td>
<td>and Remote-Sensing Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES497</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES155</td>
<td>Earth System Science</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES197</td>
<td>Introduction to Environmental Studies</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES199</td>
<td>Introduction to Environmental Science and Sustainability</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES213</td>
<td>Mineralogy</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES214</td>
<td>and Laboratory Study of Minerals</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES220</td>
<td>Geomorphology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES221</td>
<td>Geomorphology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES224</td>
<td>and Field Geology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES234</td>
<td>Geobiology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES235</td>
<td>Geobiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES244</td>
<td>Soils</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES245</td>
<td>and Soils Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES248</td>
<td>Environmental Investigation and Remediation</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES250</td>
<td>Environmental Geochemistry</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES251</td>
<td>and Environmental Geochemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES260</td>
<td>Oceans and Climate</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES261</td>
<td>and Techniques in Ocean and Climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Investigations</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES270</td>
<td>Quantitative Methods for the Biological and Environmental Sciences</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES281</td>
<td>and GIS Service-Learning Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES380</td>
<td>Advanced GIS and Spatial Analyses</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES368</td>
<td>Isotope Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES497</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOL216</td>
<td>Ecology</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES101</td>
<td>Dynamic Earth</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES115</td>
<td>Introduction to Planetary Geology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES155</td>
<td>Earth System Science</td>
<td>1.25</td>
</tr>
<tr>
<td>E&amp;ES213</td>
<td>Mineralogy</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES214</td>
<td>and Laboratory Study of Minerals</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES220</td>
<td>Geomorphology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES221</td>
<td>Geomorphology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES224</td>
<td>and Field Geology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; E&amp;ES281</td>
<td>and GIS Service-Learning Laboratory</td>
<td></td>
</tr>
</tbody>
</table>
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.

MASTER OF ARTS IN EARTH AND ENVIRONMENTAL SCIENCES
The Department of Earth and Environmental Sciences offers a program leading to the degree of Master of Arts in Earth and Environmental Sciences. This program is designed for students who desire further training prior to initiation of a doctoral program at another university or for whom the master’s degree will be the terminal degree. Graduate students are offered a unique opportunity for accelerated and personal instruction in a small department setting with strengths in geology, volcanology, ocean sciences, planetary science, and environmental science. All admitted students are offered a full-tuition waiver, stipend, and benefits for this two-year program.

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

MAJOR COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES313</td>
<td>Petrogenesis of Igneous and Metamorphic</td>
<td>1.5</td>
</tr>
<tr>
<td>E&amp;ES314</td>
<td>Rocks and Laboratory Study of Igneous and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES317</td>
<td>Volcanology</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES321</td>
<td>Planetary Evolution</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES380</td>
<td>Advanced GIS and Spatial Analyses</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES385</td>
<td>Remote Sensing</td>
<td>1.5</td>
</tr>
<tr>
<td>E&amp;ES386</td>
<td>and Remote-Sensing Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES497</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

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

For additional information, please visit wesleyan.edu/ees/graduate (https://wesleyan.edu/ees/graduate/)
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&ESS57, 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. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

**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; isotopic 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. Varekamp: 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](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.
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

Select at least 4 of the following (one from outside the home department):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR524</td>
<td>Exoplanets: Formation, Detection, and Characterization</td>
<td>4</td>
</tr>
<tr>
<td>ASTR531</td>
<td>Stellar Structure and Evolution</td>
<td></td>
</tr>
<tr>
<td>ASTR532</td>
<td>Galaxies, Quasars, and Cosmology</td>
<td></td>
</tr>
<tr>
<td>BIOL214</td>
<td>MacroEvolution, Pattern and Process</td>
<td></td>
</tr>
<tr>
<td>BIOL231</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>CHEM337 &amp; CHEM338</td>
<td>Physical Chemistry I: Quantum Mechanics and Spectroscopy and Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics</td>
<td></td>
</tr>
<tr>
<td>CHEM361</td>
<td>Advanced Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM383</td>
<td>Biochemistry</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES13</td>
<td>Petrogenesis of Igneous and Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES17</td>
<td>Volcanology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES19</td>
<td>Meteorites and Cosmochemistry</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES21</td>
<td>Planetary Evolution</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES75</td>
<td>Modeling the Earth and Environment</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES80</td>
<td>Introduction to GIS</td>
<td></td>
</tr>
<tr>
<td>PHYS213</td>
<td>Waves and Oscillations</td>
<td></td>
</tr>
<tr>
<td>MATH AND COMP courses as appropriate in consultation with advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seminar

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR/E&amp;ES555</td>
<td>Planetary Science Seminar (offered each semester; take a minimum of three semesters)</td>
<td>0.75</td>
</tr>
</tbody>
</table>

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

For additional information, please visit wesleyan.edu/ees/graduate (https://wesleyan.edu/ees/graduate/)
ECONOMICS

Economics involves the study of social relationships pertaining to the production and allocation of the means of life. One branch, macroeconomics, addresses issues relating to the performance of the economy as a whole, such as economic growth, unemployment, and inflation, while the other, microeconomics, studies the relationships that make up an economy, addressing problems of income and wealth inequality, corporate power, industrial performance and global trade, and financial flows. Students majoring in economics find that they acquire an excellent preparation for careers in academics, business, consulting, law, and government.

FACULTY

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 Bouware
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

Carycruz M Bueno
BA, Mount Holyoke College; PHD, Georgia St University 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 Professor of Economics

Abigail S. Hornstein
AB, Bryn Mawr College; MPHIL, New York University; PHD, New York University Woodhouse/Sysco Professor of Economics; 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

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

David J. Kuenzel
DIP, University of Tubingen; MA, University of Washington; PHD, University of Washington Associate 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, Lemoine 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 Lexngt; MA, University of Michigan; PHD, University of Michigan Professor of Economics; Chair, Economics; Tutor, College of Social Studies

Jorge A Vasquez
MS, University of Chile; MS, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison Assistant Professor of Economics

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

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

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

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 THESSES
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 201 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 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 301 to 399.
- One of the two electives may be either an upper- or lower-tier elective (201 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.
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

**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

**Rachel Heng**  
BA, Columbia University; MFA, University of Texas Austin  
Assistant Professor of English

**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, African American Studies; Associate Professor, Theater

**Maaza Mengiste**  
BA, University of Michigan; MFA, New York University  
Professor of English

**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; Professor, Medieval Studies

**Joel Pfister**  
BA, Columbia University; MA, University of Sussex; MA, University College, London; PHD, Yale University  
Olin Professor of English; Professor of English; Chair, 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; Chair, American 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
Elizabeth (Beth) 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  
Associate Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Associate 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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

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

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/).

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/)). 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.
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

**Kaisha Esty**  
BA, University of Nottingham; MA, University of Nottingham; PHD, Rutgers University  
Assistant Professor of African American Studies; Assistant Professor, History; 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, 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 McAllister**  
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 Lafyte  
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; 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

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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

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
Assistant Professor of Science in Society; Assistant Professor, Anthropology; Assistant 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

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, Science in Society; 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. Williarty
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

Afiya Shehrbano Zia
PHD, University of Toronto
Frank B. Weeks 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGSS200</td>
<td>Sex/Gender in Critical Perspective (FGSS Gateway)</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

### 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 order 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) 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 Baemel
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

Ulrich Plass
MA, University of Michigan; PHD, New York University
Professor of German Studies; Chair, German Studies; 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
Ezra and Cecile Zilkha Professor in the College of Social Studies; 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

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

Thorsten Wilhelm
MA, Universitaet Heidelberg; PHD, Universitaet 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 Wurzburg
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 Baemel, 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 precarous 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) 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) 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).

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 8. 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.
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  
Professor of Government; Associate Professor, Education Studies; Tutor, College of Social Studies

**Logan M. Dancey**  
BA, University Puget Sound; PHD, Univ. of Minnesota Twin Cities  
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**  
AB, Stanford University; MA, Duke University; PHD, Duke University  
Associate Professor of Government; Chair, Government; Tutor, College of Social Studies

**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; Director, Office of Faculty Career Development; Professor, East Asian Studies; Professor, Environmental 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; Co-Chair, College of Social Studies

**Alyx Mark**  
BA, Southern Illinois University; MA, George Washington University; PHD, George Washington University  
Assistant Professor of Government

**Ioana Emy Matesan**  
BA, University of Michigan; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University  
Associate 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

**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

**Hari Narayan Ramesh**  
BA, Williams College; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
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

Boram Lee
BA, Korea University; MA, Korea University; PHD, Harvard University
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

J. Donald Moon
BA, University Minnesota Mpls; MA, University of California, Berkeley; PHD, University Minnesota Mpls
John E. Andrus Professor of Government, Emeritus; Ezra and Cecile Zilkha Professor in the College of Social Studies, Emeritus

Russell D. Murphy
BA, St John's 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

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).

**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)

**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/department_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) of these prizes is 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). 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).

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
- Environmental Studies Certificate
- International Relations Certificate

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).

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.
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
Ezra and Cecil Zilkha Professor in the College of Social Studies; 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

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; Chair, History; 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

Kristin Oberiano
BA, Occidental College; MA, Harvard University; PHD, Harvard University
Assistant Professor of History

William R. Pinch
BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia
Professor of History; Associate Editor, History and Theory; Professor, Environmental Studies

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, Science in Society; Associate Professor, Feminist, Gender, and Sexuality Studies
AFFILIATED FACULTY

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

**Daniel Steinmetz-Jenkins**
BA, Concordia College Or; MA, Reed College; PHD, Columbia University
Assistant Professor in the College of Social Studies; Assistant Professor, History

**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

**James Murray Shinn**
AB, Dartmouth College; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Visiting Assistant Professor of History

**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

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

Go to your portfolio and declare the history major.

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.

MAJOR REQUIREMENTS

(Approved by History Department on 7 April 2021)

Nine History Courses Total

N.B. - higher level History courses may be substituted for lower level ones

Courses to Satisfy the Major
• One 150-199 "Intro to History" course, normally taken as a first-year or sophomore at Wesleyan, can count toward the nine history courses in the major.
• Five History courses 200 level or higher
• HIST362 (this will be changed to HIST300 in Fall 2022) "Issues in Contemporary Historiography" (usually taken first semester junior year).
• Two History courses 301 level or higher

*One 200 or 300 level History course must devote at least 50% of its attention and content to the period before 1800.

*One semester of essay or thesis coursework can count toward completion of the History major (HIST403, HIST409, or HIST410)

**Capstone Project**

Every History Major is required to complete a substantial research project at Wesleyan under departmental faculty supervision. This can take the form of:

1. a senior thesis (HIST409-HIST410)
2. a senior essay (HIST403)
3. an approved research paper for a 300 level seminar indicated by enrollment in .25 credit tutorial (HIST401 or HIST402)

**Student Learning Goals**

Majoring 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.

Departmental learning goals are met incrementally as students combine diverse courses and course types:

**Category 1: 100-level history courses** (numbered 150–189) are in lecture and discussion format and provide introduction to history, including key foundational elements of historical work. Students learn to:

1. Develop historical analysis through critical reading of primary and secondary sources
2. Develop historical writing in terms of argument and style
3. Navigate historical research resources, including libraries, internet sources, archives

**Category 2: 200-level history courses** are in a lecture and discussion format and continue learning goals from category 1 while developing expertise in specific places, times, and themes. Students learn to:

1. Understand change over time in the context of specific regions, periods, and themes
2. Synthesize and analyze historical material in written work and oral presentations
3. Apply historical research methods and resources

**Category 3: 300-level history courses** are in a seminar format and focus on specific areas of knowledge to develop subject expertise and research acuity. Students learn to:

1. refine their expository skills in writing and oral presentations
2. identify research questions and master historiography by critically assessing previous historical work
3. develop and execute original, independent research projects

Assessment occurs within each individual course and assignment but also through the History major’s relationship with their advisor who monitors the student’s overall progress.

**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**

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, the course may count for major credit.

**Capstone Experience**

The senior research project gives all history majors the opportunity to apply their skills in historical research toward a topic about which they are passionate. The Capstone Project can be a senior thesis (HIST 409-410) or a senior essay written in a tutorial (HIST 403) or as an approved research paper in a 300-level seminar indicated by enrollment in a .25 credit tutorial (HIST 401 or 402).

**History Minor**

**Admission to the Minor**

Go to your portfolio and declare the history major.

**Minor Requirements**

(Approved by History Department on 7 April 2021)

**Six History Courses Total**

N.B. **higher level** History courses may be substituted for **lower level** ones

-courses must be taken at Wesleyan.

**Courses to Satisfy the History Minor**

--Three History courses 150 or higher

--Two History courses 300 level or higher.
*One History course must devote at least 50% of its attention and content to the period before 1800.

*Only courses taught by faculty appointed in or affiliated with the History Department 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.
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; 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; 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

**María Ospina**  
BA, Brown University; MA, Harvard University; PhD, Harvard University  
Associate Professor of Spanish; Chair, Latin American Studies; 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

### 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/wesmaps_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/wesmaps_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/wesmaps_page.html?stuid=&facid=NONE&crse=0036448&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) 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/wesmaps_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).

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

Instruction in Less Commonly Taught Languages is offered through the Alternative Language Study Options Program. Located in the Fries Center for Global Studies, this program is designed to extend Wesleyan’s already rich language offerings by expanding the range of opportunities for students wishing to learn a language not offered at Wesleyan through traditional language departments.

This program is well suited to prepare for study abroad experiences or to continue learning a language picked up while studying abroad. Students have also taken advantage of these opportunities to enhance their qualifications when applying for international fellowship, to pursue more personal goals like learning more about the heritage language of their family - or simply because they like learning new languages.

Students can register for regularly scheduled courses listed on Wesmaps such as American Sign Language, which includes a three semester study sequence, Modern Greek or Swahili. They can also petition to study a language via individual or group tutorials or more independently through the Mango Languages online platform. Full, partial, not for credit, graded or CR/U options are available, depending on the type of modality offered for each language.

For more information about the various options available, please visit the Alternative Language Study Options website. (https://www.wesleyan.edu/cgs/also/)

FACULTY

Hrissi Haldezos
Associate Director of Student Accounts; Adjunct Instructor in Modern Greek
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 College of Integrative Sciences, the Data Analysis minor, the IDEAS minor, and the Informatics and Modeling minor. 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 Australia, Chile, Ecuador, Iran, Nepal and Turkey. All of the department's recent PhD recipients have obtained faculty positions. Some have subsequently moved to mathematical careers in industry and government.

For additional information, please visit wesleyan.edu/mathcs/graduate/ (http://www.wesleyan.edu/mathcs/graduate/).

FACULTY

Ilesanmi Adeboye
PHD, University of Michigan
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 for Budget and Personnel; Professor of Mathematics; Professor, Integrative Sciences

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. Ramirez
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

Justin Bryant
BS, Seattle University
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

Garen Chiloyan
Visiting Assistant Professor of 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
Van Vleck Postdoctoral Fellow in Mathematics

Pippin Wolfe
BA, Brown University; BS, Brown University; PHD, University of Massachusetts Amherst
Postdoctoral Fellow in Computer Science

Leyla Yardimci
PHD, Middle East Technical Univ; MSC, Mimar Sinan Fine Arts University; BS, Mimar Sinan Fine Arts University
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

EMERITI

Ethan M. Coven
BA, University of Rochester; MA, Yale University; MAA, Wesleyan University; PHD, Yale University
Professor of Mathematics, Emeritus

Anthony W. Hager
BS, Pennsylvania State University; PHD, Pennsylvania State University
Professor of Mathematics, Emeritus

Michael S. Keane
BA, University of Texas Austin; MS, University of Gottingen; PHD, University of Erlangen-Nurnber
Professor of Mathematics, Emeritus

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, Fall 2020, or Spring 2021 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.
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.

**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:

- 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 to satisfy major requirements unless prior approval is given.
- An individual or group tutorial may be used to satisfy a core area requirement only if prior approval is given.
- Only 1.0-credit courses taken A–F may be used to satisfy major requirements.
- Courses taken in Spring 2020, Fall 2020, or Spring 2021 may be taken Cr/U to satisfy major requirements, in which case a student must have earned Cr.

**RELATED PROGRAMS OR CERTIFICATES**

**Informatics and Modeling Certificate.** The department is an active participant in the Informatics and Modeling Certificate (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
- Integrative Genomic Sciences (IGS): wesleyan.edu/imcp/igs.html

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. 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), and MATH228 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 (recommended for juniors or seniors)
- A coherent selection of four additional electives, chosen in consultation with an advisor from the department. Any 1.0 credit 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 differentiable functions, graphs, groups, manifolds, rings or vector spaces.
- 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://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.

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/.

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 M.A. degree in Mathematics in addition to research units MATH549 and MATH550. These courses must be at the 500-level and chosen with permission of the M.A. advisor and the department’s Graduate Education Committee (GRECO).

A total of six one-semester courses are required for the M.A. degree in Computer Science. The six courses must include COMP549 and COMP550. These courses are expected to be 500-level and chosen with permission of the M.A. advisor and the department’s Graduate Education Committee (GRECO). Any alternative choices must be approved by the M.A. advisor and GRECO.

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 and approved by the departmental Graduate Education Committee.

Possible fields of specialization for PhD candidates include algebraic geometry, analysis of algorithms, arithmetic geometry, arithmetic theory of quadratic forms, combinatorics, complex analysis, computational logic, dynamical systems, enumerative combinatorics, ergodic theory, geometric group theory, graph theory, higher order languages, homogeneous dynamics, homotopy type theory, hyperbolic geometry, information security, knot theory, logic programming,
mathematical logic, metric geometry, model theory, network and data science, non-Euclidean geometry, number theory, probability theory, proof theory, and topological dynamics.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. Course loads below three credits must be approved by the Graduate Education Committee.

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
Professor of Music; Professor, Medieval Studies

Francesco Marco Aresu
MA, Indiana University Bloomington; MA, Stanford University; PHD, Harvard University
Assistant Professor of Italian; Italian Section Head; Assistant Professor, Medieval Studies

Michael Armstrong Roche
BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Michael Meere
BA, Northwestern University; MA, University of Virginia; MA, Université de Lyon 2; PHD, University of Virginia
Associate Professor of French; French Section Head; Associate 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; 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 of Technology
Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

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

Rich Olson
BA, Cornell University; PHD, Columbia University
Associate Professor of Molecular Biology and Biochemistry; Director, WesMASS; 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
Foss Professor of Physics; 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
Distinguished Research Professor in Molecular Biology and Biochemistry

Henry Dilonga Meriki
Visiting Assistant Professor of Molecular Biology and Biochemistry

Monserrat Olea Flores
BS, Universidad Autonoma de Guerre; MSC, Universidad Autonoma de Guerre; PHD, Universidad Autonoma de Guerre
Visiting Scholar in Molecular Biology and Biochemistry

EMERITI

Anthony A. Infante
BA, Temple University; MAA, Wesleyan University; PHD, University of Pennsylvania
Professor of Molecular Biology and Biochemistry, Emeritus
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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MB&amp;B181 &amp; MB&amp;B191</td>
<td>Principles of Biology I: Cell Biology and Molecular Basis of Heredity and Principles of Biology I-Laboratory</td>
<td>1.5</td>
</tr>
<tr>
<td>MB&amp;B182 &amp; MB&amp;B192</td>
<td>Principles of Biology II and Principles of Biology II-Laboratory</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>General Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM141/143</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM142/144</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM152</td>
<td>Introductory Chemistry Laboratory</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Gateway Molecular Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MB&amp;B208</td>
<td>Molecular Biology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Organic Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM251</td>
<td>Principles of Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM252</td>
<td>Principles of Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one Mathematics course (calculus or statistics recommended)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MB&amp;B381</td>
<td>Physical Chemistry for the Life Sciences</td>
<td>1</td>
</tr>
<tr>
<td><strong>Biochemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MB&amp;B383</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td><strong>Advanced Laboratory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MB&amp;B394</td>
<td>Advanced Laboratory in Molecular Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>or MB&amp;B395</td>
<td>Structural Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two elective courses, at least one of which must be a 300-level MB&amp;B course</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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 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=129642b1815062c70413ea600c4caf8&confId=23c7cacf8185062c01b388468968609) 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 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 by 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

Students with AP Biology scores of 4 or 5 may be eligible to take a test for placing out of MB&B181 after consulting with the MB&B department. However, even students with an AP Biology score of 4 or 5 are strongly encouraged to enroll in MB&B181, since the AP Biology course does not include the full range of topics discussed in MB&B181, and since very few students have been able to pass the place-out test when requested.

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

Both MB&B181 and MB&B182 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.

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. Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, physical chemistry, and molecular physics. Wesleyan's program includes faculty in the MB&B, chemistry, physics, and biology departments. Students are strongly encouraged to conduct independent research in the laboratory of a molecular biophysics program faculty member.

Informatics and Modeling Minor. 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.

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&B394 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 3.0 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 mentor or pre-approved faculty mentor 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.

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 (http://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

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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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. 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 M&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 (https://www.wesleyan.edu/mbb/grad_studies/handbook.html).

MASTER OF ARTS IN MOLECULAR BIOLOGY AND BIOCHEMISTRY

The M&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 M&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 M&B electives that were not used to fulfill major requirements for their BA degree (in M&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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>MB&amp;B 500-LEVEL ELECTIVE</td>
<td>Course MB&amp;B 500-LEVEL ELECTIVE</td>
</tr>
<tr>
<td>MB&amp;B549</td>
<td>Advanced Research Seminar, Graduate</td>
</tr>
<tr>
<td>MB&amp;B585 or MB&amp;B507</td>
<td>Seminar in Molecular Biology or Molecular Biophysics Journal Club I</td>
</tr>
<tr>
<td>MB&amp;B557</td>
<td>Research Seminars in Molecular Biology</td>
</tr>
<tr>
<td>MB&amp;B338</td>
<td>Biology and MB&amp;B Symposium I</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>MB&amp;B 500-LEVEL ELECTIVE</td>
<td>Course MB&amp;B 500-LEVEL ELECTIVE</td>
</tr>
<tr>
<td>MB&amp;B550</td>
<td>Advanced Research Seminar, Graduate</td>
</tr>
<tr>
<td>MB&amp;B586 or MB&amp;B508</td>
<td>Seminar in Molecular Biology or Molecular Biophysics Journal Club II</td>
</tr>
<tr>
<td>MB&amp;B558</td>
<td>Research Seminars in Molecular Biology</td>
</tr>
<tr>
<td>MB&amp;B539</td>
<td>Biology and MB&amp;B Symposium II</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
</tr>
</tbody>
</table>

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

PROGRESS AND QUALIFYING EXAMS

Progress and Qualifying Examinations are not required for the M&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

Students in the BAMA program in M&B may petition the department to pursue a concentration in Molecular Biophysics. To complete their certification in Molecular Biophysics, the student must engage in research under the mentorship of one of the program faculty, choose elective courses within the field (https://
www.wesleyan.edu/molbiophys/courses/electives.html) and participate in the Molecular Biophysics Journal Club.

**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**

Students may declare their interest in the program as early as their sophomore year. They should discuss it with their faculty mentor/Principal Investigator and their major advisor in order to prepare for the graduate program while an undergraduate. Students are admitted to the BA/MA program in the home department of their faculty mentor/PI regardless of their undergraduate major. Admission is based on faculty sponsorship and a comprehensive evaluation of academic performance.

Application requirements include a Research Proposal, proposed Program of Study, Personal Statement, Academic Transcript, and two letters of recommendation. The application is online. More information is available on the Graduate Studies webpage (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html).

There are two application deadlines, one in the Fall semester (December 1) and one in the Spring semester (March 1). Students should apply to the BA/MA program in the semester prior to the semester in which the BA degree is completed. For example, a student completing the BA in May should apply the previous fall, and a student completing the BA in December should apply the previous spring.
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  
Professor of Music; 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 Mu; MFA, Princeton University; MMU, New England Conservatory of Mu; 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  
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 Nthrn 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 U School Arts; MM, Rutgers U School Arts  
Director, Jazz Ensemble; Vis Adj Prof in Lib Studies

**John E Biatowas**  
BA, Colgate University; MA, University of Connecticut  
Director, Chamber Music Ensemble

**Salvatore LaRusso**  
BMU, Eastman School Of Music; MS, Fairfield University  
Director, Wesleyan Wind Ensemble

**Ken Lipenga**  
Visiting Scholar in Music

**Chia-Yu Joy Lu**  
BFA, National Taiwan Normal Univers; MA, University of Sheffield  
Director, Chinese Music Ensemble

**Marvin Nizer McNeill**  
Graduate Student, ETHN-PHd; Visiting Instructor in Music

**Marichal B Monts**  
BA, Wesleyan University  
Conductor, Ebony Singers
Briele Scott  
MM, University of Delaware  
Graduate Student, ETHN-PHD; Visiting Instructor in Music

Fumi Tanakadate  
BA, Wesleyan University; MA, Manhattan School Music  
Visiting Instructor in Music

Michael Weinstein-Reiman  
PHD, Columbia University  
Visiting Assistant Professor of Music

Matt Wellins  
BA, Bard College; MA, Wesleyan University  
Visiting Instructor of Music

EMERITI

Abraham C. Adzenyah  
BA, Goddard College; MA, Wesleyan University  
Adjunct Professor of Music, Emeritus

Anthony Delano Braxton  
John Spencer Camp Professor of Music, Emeritus

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 Bennet - Bassoon

Julie Ribchinsky - Cello

Pheeroan Aklaff - Drums

Peter Craig Edwards - Traditional Fiddle Styles

Meera Gudipati - Flute

Robert Hoyle - French Horn

Cem Durooz - Guitar

Tony Lombardozzi - Guitar, Jazz and Blues

Megan Sesma - Harp, Classical and Folk

Garrett Groesbeck - Koto

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 Bennet - Saxophone

Matthew Russo - Trombone

Nancy Brown - Trumpet, Classical

Allison Lazur - Tuba

Marvin Warshaw - Viola

Perry Elliot - Violin Performance

Priscilla Gale - Voice

Chai-Jun Yueh - Voice

Giacomo Gates - Voice, Jazz

UNDERGRADUATE DEPARTMENTAL ADVISING EXPERTS

Jay Hoggard

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Course in the Music Theory Gateway Category</td>
<td>1</td>
</tr>
<tr>
<td>MUSC103</td>
<td>Materials and Design</td>
<td></td>
</tr>
<tr>
<td>MUSC201</td>
<td>Tonal Harmony</td>
<td></td>
</tr>
<tr>
<td>MUSC202</td>
<td>Theory and Analysis</td>
<td></td>
</tr>
<tr>
<td>MUSC210</td>
<td>Theory of Jazz Improvisation</td>
<td></td>
</tr>
</tbody>
</table>

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.”

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Course in the History/Culture Gateway Category</td>
<td>1</td>
</tr>
<tr>
<td>MUSC102</td>
<td>World Music</td>
<td></td>
</tr>
<tr>
<td>MUSC106</td>
<td>A Thousand Years of Music History</td>
<td></td>
</tr>
<tr>
<td>MUSC109</td>
<td>Introduction to Experimental Music</td>
<td></td>
</tr>
<tr>
<td>MUSC110</td>
<td>Introduction to South Indian Music</td>
<td></td>
</tr>
<tr>
<td>MUSC111</td>
<td>Music and Theater of Indonesia</td>
<td></td>
</tr>
<tr>
<td>MUSC115</td>
<td>Introduction to North Indian Music</td>
<td></td>
</tr>
<tr>
<td>MUSC117</td>
<td>Musicking Body</td>
<td></td>
</tr>
</tbody>
</table>

Note: For the Class of 2019, the history/culture capability prerequisite can be met with any course in that category.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Course in the Performance Category</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 405, MUSC 413 through MUSC 464</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory Gateways</td>
<td></td>
</tr>
<tr>
<td>MUSC103</td>
<td>Materials and Design</td>
<td>1</td>
</tr>
<tr>
<td>MUSC201</td>
<td>Tonal Harmony</td>
<td>1</td>
</tr>
<tr>
<td>MUSC202</td>
<td>Theory and Analysis</td>
<td></td>
</tr>
<tr>
<td>MUSC210</td>
<td>Theory of Jazz Improvisation</td>
<td></td>
</tr>
<tr>
<td>MUSC212</td>
<td>Tonal Harmony</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Culture Gateways</td>
<td></td>
</tr>
<tr>
<td>MUSC102</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC106</td>
<td>A Thousand Years of Music History</td>
<td>1</td>
</tr>
<tr>
<td>MUSC109</td>
<td>Introduction to Experimental Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC110</td>
<td>Introduction to South Indian Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC111</td>
<td>Music and Theater of Indonesia</td>
<td>1</td>
</tr>
<tr>
<td>MUSC115</td>
<td>Introduction to North Indian Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC117</td>
<td>Musicicking Body</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>FYS Courses</td>
<td></td>
</tr>
<tr>
<td>MUSC116F</td>
<td>Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC117F</td>
<td>Musicicking Body (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC118F</td>
<td>Bob Dylan and His World: Sources and Legacies (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC119F</td>
<td>Jazz in the 1960s (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC120F</td>
<td>Music, Place, and Culture: An Exploration of African American Soundscapes and Traditions (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC124F</td>
<td>Mapping Culture (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC125F</td>
<td>Music and Downtown New York, 1950-1970 (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC126F</td>
<td>Poetry and Song (FYS)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Theory/Composition</td>
<td></td>
</tr>
<tr>
<td>MUSC203</td>
<td>Chromatic Harmony</td>
<td>1</td>
</tr>
<tr>
<td>MUSC204</td>
<td>20th Century Compositional Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUSC205</td>
<td>Song: Music and Text</td>
<td>1</td>
</tr>
<tr>
<td>MUSC206</td>
<td>18th-Century Counterpoint</td>
<td>1</td>
</tr>
<tr>
<td>MUSC207</td>
<td>Orchestration</td>
<td>1</td>
</tr>
<tr>
<td>MUSC208</td>
<td>Post-Tonal Music Theory</td>
<td>1</td>
</tr>
<tr>
<td>MUSC212</td>
<td>South Indian Music: Solkattu</td>
<td>1</td>
</tr>
<tr>
<td>MUSC220</td>
<td>Composing, Performing, and Listening to Experimental Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC221</td>
<td>Live-Electronics for Composition, Improvisation, and Sound Art</td>
<td>1</td>
</tr>
<tr>
<td>MUSC223</td>
<td>Music, Recording, and Sound Design</td>
<td>1</td>
</tr>
<tr>
<td>MUSC230</td>
<td>Music Theater Workshop (cross list)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC308</td>
<td>Composition in the Arts</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>History/Culture</td>
<td></td>
</tr>
<tr>
<td>MUSC108</td>
<td>History of Rock and R&amp;B</td>
<td>1</td>
</tr>
<tr>
<td>MUSC127</td>
<td>Popular Music in Reform China</td>
<td>1</td>
</tr>
<tr>
<td>MUSC241</td>
<td>Allegory and Devotion in Medieval and Renaissance Music (cross list)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC242</td>
<td>Baroque and Classical Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC243</td>
<td>Music of the 19th Century</td>
<td>1</td>
</tr>
<tr>
<td>MUSC244</td>
<td>Music of the 20th Century</td>
<td>1</td>
</tr>
<tr>
<td>MUSC246</td>
<td>The Symphony: Evolution of Genre</td>
<td>1</td>
</tr>
<tr>
<td>MUSC248</td>
<td>Music in Outer Space</td>
<td>1</td>
</tr>
<tr>
<td>MUSC250</td>
<td>Film and Folk Music of India</td>
<td>1</td>
</tr>
<tr>
<td>MUSC261</td>
<td>Music and Modernity in China, Japan, and Korea</td>
<td>1</td>
</tr>
<tr>
<td>MUSC265</td>
<td>African Presences I: Music in Africa</td>
<td>1</td>
</tr>
<tr>
<td>MUSC269</td>
<td>Sacred and Secular African American Musics</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

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. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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.

ADDITIONAL INFORMATION

For additional information, please visit the department website at 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. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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/)
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/.

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; 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

Dean of the Natural Sciences and Mathematics; Alan M. Dachs Professor of Science; Professor of Biology; Professor, Neuroscience and Behavior; Professor, Integrative Sciences

Janice R. Naegele
BA, Mount Holyoke College; PhD, Massachusetts Institute of Technology
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

Krista Perks
BA, Wesleyan University; MA, Wesleyan University; PhD, University of California San D
Visiting Assistant Professor, Neuroscience and Behavior; Visiting Assistant Professor of Biology

Charles A. Sanislow
BS, Northern Michigan Univ; MA, Ball State University; PhD, Duke University
Professor of Psychology; Professor, Neuroscience and Behavior

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.

A recommended course sequence for students with a strong background in science would include BIOL181 and BIOL182 (and associated labs) along with introductory chemistry in the first year. Other students may wish to take the Introductory Chemistry Sequence in the first year prior to the Introductory Biology sequence. In the sophomore year, one would take NS&B213. The other required courses and research tutorials would be spread out over the
last two years. For information on the pathway through the major, please visit wesleyan.edu/nsb/pathways.html (http://www.wesleyan.edu/nsb/pathways.html) for further information.

To be admitted to the major during March of the sophomore year, a student must have completed, with grades of C- or better, at least two of the full-credit courses listed in foundation and core courses that follow. At least one of these credits must be either NS&B213 or BIOL181.

MAJOR REQUIREMENTS

FOUNDATION COURSES
• BIOL181 Principles of Biology I
• BIOL191 Principles of Biology I-Laboratory
• BIOL182 Principles of Biology II
• BIOL192 Principles of Biology II-Laboratory
• CHEM141/CHEM142 Introductory Chemistry I/II or CHEM143/CHEM144 Principles of Chemistry I/II
• CHEM251/CHEM252 Principles of Organic Chemistry I/II
• Two additional courses from the following (beginning with the graduating class of 2016):
  • Physics (PHYS111 or PHYS112 or PHYS113 or PHYS116)
  • Psychology (PSYC105)
  • Mathematics (MATH117 or higher); and/or
  • Computer science (COMP112 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

Cross-listed with psychology
• NS&B357 (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

Research methods and practica
• 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
• PSYC332 Seminar in Cognitive Neuroscience
• 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*

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,
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. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

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.
**PHILOSOPHY**

Doing philosophy means reasoning about questions that are of basic importance to the human experience—questions like, What is a good life? What is reality? How are knowledge and understanding possible? What should we believe? What norms should govern our societies, our relationships, and our activities? Philosophers critically analyze ideas and practices that often are assumed without reflection. Wesleyan’s philosophy faculty draws on multiple traditions of inquiry, offering a wide variety of perspectives and methods for addressing these questions.

**FACULTY**

**Stephen Angle**  
BA, Yale University; PHD, University of Michigan  
Mansfield Freeman Professor of East Asian Studies; Professor of Philosophy;  
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 Philosophy; Associate Professor of Letters; Chair, College  
of Letters

**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**

**Aileen Baek**  
BA, Yonsei University; MA, Yonsei University; PHD, Yonsei University  
Visiting Scholar in Philosophy

**Don Thomas Deere**  
BA, Cornell University; MA, Depaul University; PHD, Depaul University  
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History: PHIL 201-210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values: PHIL 211-229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mind &amp; Reality: PHIL 230-249</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intermediate**
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Distribution</strong></td>
<td></td>
</tr>
<tr>
<td>1 History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Mind &amp; Reality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td>None required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>2 seminars taken as juniors/seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>5 electives, including up to 2 non-PHIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thesis Project</strong></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Distribution</strong></td>
<td></td>
</tr>
<tr>
<td>1 History -or- 1 Mind &amp; Reality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td>5 - course concentration, including 2 beyond PHIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>2 seminars taken as juniors/seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>2 electives from PHIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thesis project</strong></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL272</td>
<td>Human Rights in China</td>
<td></td>
</tr>
<tr>
<td>PHIL278</td>
<td>Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>CEAS271</td>
<td>Political Economy of Developing Countries</td>
<td></td>
</tr>
</tbody>
</table>
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 only once.

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

Leo Mayo
BS, Central Connecticut State University; MEd, American Intl College
Adjunct Associate Professor of Physical Education; Head Coach of Cross Country

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 Ma; MEd, Springfield College Ma
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 Ma; MED, Slippery Rock University  
Adjunct Professor of Physical Education, Emeritus

Albert Terry Jackson  
BS, Springfield College Ma; MED, Springfield College Ma  
Adjunct Professor of Physical Education, Emeritus

Patricia Klecha-Porter  
BS, Ithaca College; MS, Springfield College Ma  
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 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

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  
Foss Professor of Physics; 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

**VISITING FACULTY**

Paul Terman  
BS, University of Miami; PHD, Texas A&M University  
Visiting Assistant Professor of Physics

**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

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, Emeritus

Robert J. Rollefson
DEPARTMENTAL ADVISING EXPERTS

- Fred Ellis and Greg Voth, Class of 2022
- Lutz Hüwel and George Paily, Class of 2023

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**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway courses: The necessary foundation for the physics major.</td>
<td></td>
</tr>
<tr>
<td>PHYS113</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS116 and PHYS124</td>
<td>General Physics II and General Physics Laboratory II</td>
</tr>
<tr>
<td>MATH221 or MATH223</td>
<td>Vectors and Matrices or Linear Algebra</td>
</tr>
<tr>
<td>MATH222</td>
<td>Multivariable Calculus</td>
</tr>
</tbody>
</table>

**Core Courses:** Four required courses which must be taken graded (A-F)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS213</td>
<td>Waves and Oscillations</td>
</tr>
<tr>
<td>PHYS214 (prerequisite MATH221 or MATH223)</td>
<td>Quantum Mechanics I</td>
</tr>
<tr>
<td>PHYS324 (prerequisite PHYS124 and MATH222)</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS316</td>
<td>Thermal and Statistical Physics</td>
</tr>
</tbody>
</table>

**Electives:** Four credits from the following list of lecture courses. *One of the four needs to be a 300-level physics course.*

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS207</td>
<td>Introduction to Biophysics</td>
</tr>
<tr>
<td>PHYS215 (half credit)</td>
<td>Special Relativity</td>
</tr>
<tr>
<td>PHYS217</td>
<td>Nonlinear Dynamics and Chaos</td>
</tr>
<tr>
<td>PHYS219 (half credit)</td>
<td>Introduction to Contemporary Physics</td>
</tr>
<tr>
<td>PHYS313</td>
<td>Classical Dynamics</td>
</tr>
<tr>
<td>PHYS315</td>
<td>Quantum Mechanics II</td>
</tr>
<tr>
<td>PHYS358 (Pre-requisite PHYS315)</td>
<td>Condensed Matter Physics</td>
</tr>
</tbody>
</table>

**Laboratory Courses:** Two laboratory courses

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS342 (half credit)</td>
<td>Experimental Optics</td>
</tr>
<tr>
<td>PHYS345 (half credit)</td>
<td>Electronics Lab</td>
</tr>
<tr>
<td>PHYS340 (half credit)</td>
<td>Computational Physics</td>
</tr>
<tr>
<td>PHYS423/PHYS424 (1 credit)</td>
<td>Research Seminar, Undergraduate</td>
</tr>
</tbody>
</table>

*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, electromagnetic 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)
- 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 colleagueship 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. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. 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/).

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.

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

All degree seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. 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/).
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  
Associate 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 Negrete  
BA, University of Washington; MED, University of Washington  
Assistant Professor of Psychology

Andrea L. Patalano  
BA, Brown University; MA, University of Michigan; PHD, University of Michigan  
Professor of Psychology; Professor, Neuroscience and Behavior

Michael James Perez  
BA, University Texas Arlington  
Assistant Professor of Psychology

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 Unv; 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  
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  
David Scott Williams Visiting Assistant Professor of Psychology

Sierra Eisen  
BA, University of California, Berkeley; MA, University of Virginia; PHD, University of Virginia  
Postdoctoral Fellow in Psychology

Adam Yoon Jae Kim  
BS, University of Wisconsin at Madison; MA, The University of Minnesota, Twin Cities; PHD, The University of Minnesota, Twin Cities  
Visiting Assistant Professor of Psychology

Grace Anne Sullivan  
Visiting Assistant Professor of Psychology

Nicole K Watkins
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. (This has been temporarily waived for Spring 2020 and AY2021). 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. (This had been temporarily waived for Spring 2020 and AY2021). 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, PSYC 201, 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. (This had been temporarily waived for Spring 2020 and AY2021). 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.

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.
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select a minimum of one of the following:</td>
<td></td>
</tr>
<tr>
<td>Column 1</td>
<td>PSYC220 Cognitive Psychology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYC222 Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC225 Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC226 Psychological Theories of Learning and Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC227 Motivation and Reward</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC228 Clinical Neuropsychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC239 Functional Anatomy of the Human Brain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC240 Behavioral Neurobiology</td>
<td></td>
</tr>
<tr>
<td>Column 2</td>
<td>PSYC230 Developmental Psychology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYC245 Psychological Measurement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC246 Behavior Change, Clinical Interventions and Health Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC248 Adolescence and Emerging Adulthood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC249 Psychology of Sexual and Gender Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC250 Personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC251 Psychopathology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC253 Educational Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC259 Discovering the Person</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC271 Life-Span Development</td>
<td></td>
</tr>
<tr>
<td>Column 3</td>
<td>PSYC260 Social Psychology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYC261 Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC265 Culture in Psychology: An Introduction to Theory and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC266 Psychology of Communities: Identity, Activism, and Social Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC267 Global Mental Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC277 Psychology and the Law</td>
<td></td>
</tr>
</tbody>
</table>

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, half-credit courses may be used in place of one full-credit course. Some courses (cross-listed with psychology or hosted in other departments) can be used as electives for the major but fulfill no other requirements and cannot be used for admission to the major. See Department Majors Manual (http://www.wesleyan.edu/psyc/about/major_guides.html) for details.

COURSES FOR NON-MAJORS
PSYC105 is appropriate for non-majors.

GENERAL EDUCATION
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 to the department chair. 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 (PSYC220-279) with a grade of B or better, can receive one credit for the AP/IB score. This credit will replace 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.

LANGUAGE REQUIREMENT

No language requirement.

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. Submit a completed Permission to Transfer Credit form from the Office of Student Affairs to the department chair. 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.

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—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 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) 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

Objective 1: Knowledge and Understanding

• Understand 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.
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 Service (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html) or (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.

MAJOR 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. Students have to be accepted by a faculty mentor before applying to the program. 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.

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

LANGUAGE REQUIREMENT

No language requirement.

PROGRESS AND QUALIFYING EXAMS

Not available.

TEACHING

No teaching required.

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 (https://www.wesleyan.edu/psyc/about/bama_guides.html) 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 (https://www.wesleyan.edu/psyc/about/bama_guides.html). 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 (https://www.wesleyan.edu/psyc/about/bama_guides.html) 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 the OGSS website.

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**

To apply to the program, please go to the Office of Graduate Student Services (OGSS) website. (https://admission.wesleyan.edu/apply/)

For additional information and all department forms, please visit Psychology Department BA/MA Guide https://www.wesleyan.edu/psyc/about/bama_guides.html
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. 180) and the Applied Data Science Certificate (p. 233) programs.

FACULTY

Maryam Gooyabadi  
BA, Baruch College; BS, University of Colorado Boulder; MA, University of California, Irvine  
Assistant Professor of the Practice in Quantitative Analysis

Robert Ira Kabacoff  
BA, University of Connecticut; PHD, University of Missouri, St. Louis  
Professor of the Practice in Quantitative Analysis

Emmanuel I. Kaparakis  
Director, Center of Quantitative Analysis; Adjunct Assistant Professor of Quantitative Analysis; Director of Centers for Advanced Computing

Valerie L. Nazzaro  
BA, University of Connecticut; MA, University of Connecticut; MS, University of Connecticut; PHD, University of Connecticut  
Associate Professor of the Practice in Quantitative Analysis

Pavel V Oleinikov  
Assistant Professor of the Practice in Quantitative Analysis; Associate Director, QAC

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, Institutional Review Board; Director, Center for Pedagogical Innovation; Professor of the Practice, Quantitative Analysis Center

VISITING FACULTY

Jielu Yao  
BS, Fudan University; MSC, National University of Singapore  
Postdoctoral Research Fellow, Wesleyan Media Project; Postdoctoral 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 Eisein, Professor of Government and Dean of the Social Science
Diane Klare, Head of Research Services, Olin Memorial Library

DATA ANALYSIS MINOR

MINOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Knowledge Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS/QAC221</td>
<td>Modeling and Data Analysis: From Molecules to Markets</td>
<td></td>
</tr>
<tr>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach</td>
<td></td>
</tr>
<tr>
<td>QAC201</td>
<td>Applied Data Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC211</td>
<td>Digging the Digital Era: A Data Science Primer</td>
<td></td>
</tr>
<tr>
<td>QAC250</td>
<td>An Introduction to Data Journalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mathematical, Statistical, and Computing Foundation Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following, each from a different group:</td>
<td>2</td>
</tr>
<tr>
<td>MATH221</td>
<td>Vectors and Matrices</td>
<td></td>
</tr>
<tr>
<td>MATH223</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH228</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH274</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Statistical Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics</td>
<td></td>
</tr>
<tr>
<td>MATH231</td>
<td>An Introduction to Probability</td>
<td></td>
</tr>
<tr>
<td>MATH232</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Computing Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL265</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td></td>
</tr>
<tr>
<td>COMP115</td>
<td>How to Design Programs</td>
<td></td>
</tr>
<tr>
<td>COMP211</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>COMP212</td>
<td>Computer Science II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Applied Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two credits from the following:</td>
<td>2</td>
</tr>
<tr>
<td>E&amp;E380</td>
<td>Introduction to GIS</td>
<td></td>
</tr>
<tr>
<td>E&amp;E380/ QAC344</td>
<td>Advanced GIS and Spatial Analyses</td>
<td></td>
</tr>
<tr>
<td>ECON282</td>
<td>Economics of Big Data</td>
<td></td>
</tr>
<tr>
<td>ECON385</td>
<td>Econometrics</td>
<td></td>
</tr>
</tbody>
</table>
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 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)
QAC351   Data Visualization: An Introduction
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 excused 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. 233).

• Only graded courses can satisfy the requirements for the data analysis minor and the applied data science certificate. Courses completed with a CR/U grading mode will not satisfy the requirements of the two programs.
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. Religion classes cultivate the ability to interpret and analyze social and cultural systems, to critically analyze texts, and to craft arguments in a variety of genres.

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

Dalit Katz
BA, Hebrew University; MA, Hebrew University
Adjunct Professor of Religion; Director, Center for Jewish Studies

Elizabeth McAllister
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

Avner Shavit
Silverberg Scholar in Residence

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

Justine Quijada (jquijada@wesleyan.edu)

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.

- RELU151. 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. Students may count no more than two courses originating outside the department (i.e. cross-listed from another department or from Study Abroad) towards the major.

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.

**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 3.5+ (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 (jquijada@wesleyan.edu) of their interest.

MINOR REQUIREMENTS

Students wishing to complete the minor must take five courses, arranged as follows:

- RELI151
- 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 RELI398, though this is not required. Student’s must take RELI151 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 (jquijada@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; Italian Section Head; Assistant Professor, Medieval Studies

Michael Armstrong Roche
BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Robert T. Conn
BA, Dartmouth College; PHD, Princeton University
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; Spanish Section Head

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; Coordinator, Muslim Studies

Michael Meere
BA, Northwestern University; MA, University of Virginia; MA, Universiteacute; Lumiegrave;re Lyon 2; PHD, University of Virginia
Associate Professor of French; French Section Head; Associate 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; Chair, Latin American Studies; 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; 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 Sendra Ferrer
BA, Universidad de Barcelona; MA, North Carolina State University; MA, Princeton University; PHD, Princeton University
Associate Professor of Spanish

Camilla Zamboni
MA, Ohio State University
Adjunct Assistant Professor in Italian; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies
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 Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of 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.
  - Courses numbered 300-399 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 culture, politics, or history. 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.

**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.
**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 Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of 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.

**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.

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.

**HONORS**

See departmental honors program.

**CAPSTONE EXPERIENCE**

See departmental description of capstone experiences.

**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.

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.

HISPANIC LITERATURES AND CULTURES MAJOR

MAJOR DESCRIPTION

The major in Hispanic literatures and cultures is designed for students committed to achieving fluency in Spanish and 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 numbered 221 or above taken from the Wesleyan Spanish section. 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 required 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 theses, essays, independent study, and course assistants)
  - Language courses taken abroad
  - Service learning courses
- It is possible to count a credit earned elsewhere (e.g., over the summer) toward the major, but petitions must be pre-approved by the section. The student must establish the course meets our standards for equivalence. Criteria and conditions (along with the petition) are explained here: https://www.wesleyan.edu/romance/spanish/aptransferofcredit.html
- Exceptions 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. However, courses taken in English at Wesleyan on Latin America, Spain, or Latinx US. However, bear in mind you can create your own immersion experience at Wesleyan by taking more than one course in Spanish per semester as you would abroad. While you cannot replicate the full experience here, we offer such a wide range of seminars you can replicate the academic one.

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.
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 for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/spanish/aptransferofcredit for more information.

HONORS

See wesleyan.edu/romance/spanish/honors 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 Bolgona, and, thus, students with good language skills will have a wide range of fields from which to choose, including economics, government, and the natural sciences. All courses carry one Wesleyan credit. Since the Italian studies major emphasizes linguistic and cultural competency, most courses taken at the Università di Bologna in Italian will normally count for the major. Only one course that is not Italian in nature, yet taught in Italian (i.e., The Economy of Russia) taken at the Università di Bologna will be accepted.

The cost of the program is approximately equivalent to that of staying on the home campus for the same period, and it includes round-trip air transportation between New York and Italy. Applications for the fall semester are due by March 1, for the spring semester, by October 1, and must be submitted to the Office of Study Abroad (http://wesleyan.edu/ois/).

Students participating in Wesleyan’s Program in Bologna for any duration may receive credit for four courses. Students attending study-abroad programs other than ECCO are required to have those credits reviewed by their advisor before they will be accepted for the major. Learn more at: wesleyan.edu/romance/italian/studyabroad.html (http://wesleyan.edu/romance/italian/studyabroad.html).

ADVANCED PLACEMENT

See wesleyan.edu/romance/italian/aptransferofcredit (http://wesleyan.edu/romance/italian/aptransferofcredit.html) for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/italian/aptransferofcredit (http://wesleyan.edu/romance/italian/aptransferofcredit.html) for more information.

ADDITIONAL INFORMATION

Course assistantships in Italian. Majors and other accomplished students returning from overseas may apply to serve as a course assistant for elementary Italian. Students may not receive academic credit for this exercise; rather, they will receive a stipend for their work. Students should express their interest to the faculty advisor in the spring for the following fall semester and in the early fall for consideration for the spring semester. Please note that students may serve as course assistant for only one course at the University per semester.

HONORS

See wesleyan.edu/romance/italian/honors (http://wesleyan.edu/romance/italian/honors.html) for more information about honors.

CAPSTONE EXPERIENCE

See wesleyan.edu/romance/italian/honors (http://wesleyan.edu/romance/italian/honors.html) for more information about capstone experience options.

ROMANCE STUDIES MAJOR

MAJOR DESCRIPTION

The Romance studies (RMST) major provides students the opportunity to develop a broad knowledge of two or more of the Romance cultures taught at Wesleyan (French, Italian, Spanish) through a flexible, interdisciplinary program combining course work in a number of fields that may serve as the basis for
future work or further academic or professional studies. Students who are interested in this major should contact the chair of the department.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in any combination of two of the following courses or the equivalent: FREN215, ITAL111, or SPAN221.

MAJOR REQUIREMENTS

- Determination of a major (five courses in your primary language) and minor (four courses in your secondary language) focus.
- A minimum of two comparative projects. The idea is to suspend, for a moment, the nationalist assumption that languages and cultures exist in isolation from each other. Writers, artists, scientists, and businesspersons routinely cross borders and languages. We ask you to do the same in two short or long papers, to be completed at Wesleyan or during study abroad. A comparative project means simply that, in consultation with a course instructor, you will draw substantially on both your Romance Studies languages and cultures to explore a problem that interests you. We ask for two papers to encourage you to think comparatively from the primary viewpoint of each of your Romance Studies languages. We suggest you pursue this within courses you are taking anyway (including a senior thesis) because it need not require extra work—just a different way of thinking about work you must do regardless. The length is less important than the substance of your thinking. 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 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 Romance Studies languages. They may be written in English or in one of your two languages. If you write in English you are expected to draw on sources in both 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 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.html) for more information.

LANGUAGE REQUIREMENT

Yes

TRANSFER CREDIT

See wesleyan.edu/romance/romancestudies/aptransferofcredit (http://wesleyan.edu/romance/romancestudies/aptransferofcredit.html) for more information.

ADDITIONAL INFORMATION

Students are responsible for ensuring that major communications with the primary language advisor about the essay or thesis work also go to the secondary language advisor at the same time (and vice-versa: communications with the secondary language advisor should go to the primary language advisor).

HONORS

See wesleyan.edu/romance/romancestudies/honors (http://wesleyan.edu/romance/romancestudies/honors.html) for more information about honors.

CAPSTONE EXPERIENCE

See wesleyan.edu/romance/romancestudies/honors (http://wesleyan.edu/romance/romancestudies/honors.html) for more information about capstone experience options.
RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

The 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

Sadik 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 North 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; 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 more semesters of language plus nine more courses.

REES COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT274</td>
<td>Russian Politics</td>
<td>1</td>
</tr>
<tr>
<td>HIST219</td>
<td>Russian and Soviet History, 1881 to the Present</td>
<td>1</td>
</tr>
<tr>
<td>RELI239</td>
<td>Modern Shamanism: Ecstasy and Ancestors in the New Age</td>
<td>1</td>
</tr>
<tr>
<td>RELI289</td>
<td>Indigenous Religions: Politics, Land, Healing</td>
<td>1</td>
</tr>
<tr>
<td>RELI393</td>
<td>If there is no God, then everything is permitted? Moral Life in a Secular World</td>
<td>1</td>
</tr>
<tr>
<td>HIST353</td>
<td>The Communist Experience in the 20th Century</td>
<td>1</td>
</tr>
<tr>
<td>RELI299</td>
<td>Imagining Communities: National Religions and Political Rituals</td>
<td>1</td>
</tr>
</tbody>
</table>

**Literature and Culture in English**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES205</td>
<td>Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel</td>
<td>1</td>
</tr>
<tr>
<td>REES206</td>
<td>A Matter of Life and Death: Fiction in the Soviet Era</td>
<td>1</td>
</tr>
<tr>
<td>REES208F</td>
<td>Otherness &amp; Belonging (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>REES220</td>
<td>Speak, Memory: The Russian Memoir</td>
<td>1</td>
</tr>
<tr>
<td>REES223</td>
<td>After Communism: Animals, Avatars, Hybrids</td>
<td>1</td>
</tr>
<tr>
<td>REES224</td>
<td>Performing Russian Culture: From Peter the Great to the Great Russian Revolution</td>
<td>1</td>
</tr>
<tr>
<td>REES233</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td>1</td>
</tr>
<tr>
<td>REES235</td>
<td>Queer Russia</td>
<td>1</td>
</tr>
<tr>
<td>REES240</td>
<td>Course REES240 Not Found</td>
<td>1</td>
</tr>
<tr>
<td>REES251</td>
<td>Dostoevsky</td>
<td>1</td>
</tr>
<tr>
<td>REES252</td>
<td>Tolstoy</td>
<td>1</td>
</tr>
<tr>
<td>REES254</td>
<td>Nobel Laureates: The Politics of Literature</td>
<td>1</td>
</tr>
<tr>
<td>REES255</td>
<td>Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe</td>
<td>1</td>
</tr>
<tr>
<td>REES256</td>
<td>The Soviet Century</td>
<td>1</td>
</tr>
<tr>
<td>REES263</td>
<td>Nabokov and Cultural Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>REES267</td>
<td>Parody: Humor, Artistic Evolution, and Restoration of the Sacred</td>
<td>1</td>
</tr>
<tr>
<td>REES277</td>
<td>Gogol and His Legacy: Witches, Con Men, and Runaway Noses</td>
<td>1</td>
</tr>
<tr>
<td>REES321</td>
<td>Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde</td>
<td>1</td>
</tr>
</tbody>
</table>

**Literature in Russian**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES260</td>
<td>Dostoevsky's BRAT‘IA KARAMAZOVY</td>
<td>1</td>
</tr>
<tr>
<td>REES284</td>
<td>Pushkin</td>
<td>1</td>
</tr>
</tbody>
</table>

**Language**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS101</td>
<td>Elementary Russian I &amp; Russian II</td>
<td>3</td>
</tr>
<tr>
<td>RUSS102</td>
<td>Elementary Russian II</td>
<td>2</td>
</tr>
<tr>
<td>RUSS201</td>
<td>Intermediate Russian I</td>
<td>2</td>
</tr>
<tr>
<td>RUSS202</td>
<td>Intermediate Russian II</td>
<td>2</td>
</tr>
<tr>
<td>RUSS301</td>
<td>Third-Year Russian I</td>
<td>2</td>
</tr>
<tr>
<td>RUSS302</td>
<td>Third-Year Russian II</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT274</td>
<td>Russian Politics</td>
<td>1</td>
</tr>
<tr>
<td>HIST219</td>
<td>Russian and Soviet History, 1881 to the Present</td>
<td>1</td>
</tr>
<tr>
<td>HIST353</td>
<td>The Communist Experience in the 20th Century</td>
<td>1</td>
</tr>
<tr>
<td>RELI239</td>
<td>Modern Shamanism: Ecstasy and Ancestors in the New Age</td>
<td>1</td>
</tr>
<tr>
<td>RELI271</td>
<td>Secularism: Godlessness from Luther to Lenin</td>
<td>1</td>
</tr>
<tr>
<td>RELI289</td>
<td>Indigenous Religions: Politics, Land, Healing</td>
<td>1</td>
</tr>
<tr>
<td>RELI393</td>
<td>If there is no God, then everything is permitted? Moral Life in a Secular World</td>
<td>1</td>
</tr>
<tr>
<td>RELI299</td>
<td>Imagining Communities: National Religions and Political Rituals</td>
<td>1</td>
</tr>
<tr>
<td>REES205</td>
<td>Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel</td>
<td>1</td>
</tr>
<tr>
<td>REES206</td>
<td>A Matter of Life and Death: Fiction in the Soviet Era</td>
<td>1</td>
</tr>
<tr>
<td>REES208F</td>
<td>Otherness &amp; Belonging (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>REES220</td>
<td>Speak, Memory: The Russian Memoir</td>
<td>1</td>
</tr>
<tr>
<td>REES223</td>
<td>After Communism: Animals, Avatars, Hybrids</td>
<td>1</td>
</tr>
<tr>
<td>REES224</td>
<td>Performing Russian Culture: From Peter the Great to the Russian Revolution</td>
<td>1</td>
</tr>
<tr>
<td>REES233</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td>1</td>
</tr>
<tr>
<td>REES235</td>
<td>Queer Russia</td>
<td>1</td>
</tr>
<tr>
<td>REES240F</td>
<td>Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>REES251</td>
<td>Dostoevsky</td>
<td>1</td>
</tr>
<tr>
<td>REES254</td>
<td>Nobel Laureates: The Politics of Literature</td>
<td>1</td>
</tr>
<tr>
<td>REES252</td>
<td>Tolstoy</td>
<td>1</td>
</tr>
<tr>
<td>REES255</td>
<td>Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe</td>
<td>1</td>
</tr>
<tr>
<td>REES256</td>
<td>The Soviet Century</td>
<td>1</td>
</tr>
<tr>
<td>REES263</td>
<td>Nabokov and Cultural Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>REES267</td>
<td>Parody: Humor, Artistic Evolution, and Restoration of the Sacred</td>
<td>1</td>
</tr>
<tr>
<td>REES277</td>
<td>Gogol and His Legacy: Witches, Con Men, and Runaway Noses</td>
<td>1</td>
</tr>
<tr>
<td>REES321</td>
<td>Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde</td>
<td>1</td>
</tr>
<tr>
<td>REES326</td>
<td>Dostoevsky’s BRAT’IA KARAMAZOVY</td>
<td>1</td>
</tr>
<tr>
<td>REES284</td>
<td>Pushkin</td>
<td>1</td>
</tr>
<tr>
<td>RUSS101</td>
<td>Elementary Russian I</td>
<td>1.5</td>
</tr>
<tr>
<td>RUSS102</td>
<td>Elementary Russian II</td>
<td>1.5</td>
</tr>
<tr>
<td>RUSS201</td>
<td>Intermediate Russian I</td>
<td>1</td>
</tr>
<tr>
<td>RUSS202</td>
<td>Intermediate Russian II</td>
<td>1</td>
</tr>
<tr>
<td>RUSS301</td>
<td>Third-Year Russian I</td>
<td>1</td>
</tr>
<tr>
<td>RUSS302</td>
<td>Third-Year Russian II</td>
<td>1</td>
</tr>
</tbody>
</table>
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, Anthropology; 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 Fulillove
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, North Western 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

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

Laura Ann Twagira
BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Feminist, Gender, and Sexuality Studies

Joseph Weiss
BA, University British Columbia; MA, University of Chicago; PHD, University of Chicago
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/).

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).
SOCIOPY

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 - Norther; 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

SOCIOPY 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. 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

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

Fiona Coffey
Associate Director for Programming and Performing Arts; Adjunct Assistant Professor of Theater

Courtney Gaston
BA, Centenary College La; MFA, University of Iowa
Assistant Professor of the Practice in Theater

April Monique Hickman
AA, Casper College; MFA, Yale University
Assistant Professor of the Practice in Theater

Ronald S. Jenkins
BA, Haverford College; EDD, Harvard University
Professor of Theater; Chair, 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, African American Studies; Associate Professor, Theater

Marcela Oteíza
BFA, University of Chile; MFA, California Institute of Arts
Associate Professor of Dance; 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

Tesia Childs
BA, Lees Mcrae College
Visiting Instructor of Theater

Nathan Dame
BA, Weber State University
Visiting Artist-in-Residence in Theater

Brian Todd Prather
BA, Maryville College Tn; MFA, Brandeis 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
DEPARTMENTAL ADVISING EXPERTS

Ron Jenkins, Marcela Oteiza (Dance Dept)

THEATER MAJOR

MAJOR DESCRIPTION

The theater major is an integrated program of study, one that provides a solid knowledge of the different areas of expertise that are involved in stage production and criticism. Gateway courses provide an introduction to theater techniques, principles, literatures, and discourses. Advanced courses prepare students to articulate their visions of theater both on stage and in writing. Honors theses, essays, and creative endeavors present majors with the opportunity to engage in in-depth scholarly and/or artistic research.

Students with strong interest in both theater and other fields of study may wish to pursue a double major. The option offers attractive possibilities for maximizing the benefits of Wesleyan’s broad curriculum. Such an option is not uncommon but requires careful and early planning.

Declaration to become a major is usually made in the second semester of the sophomore year. The department embraces a broad definition of theater and believes in embodied learning: process, performance, and critical perspectives are equally stressed. Our majors focus on two or more aspects of theater and learn to articulate their artistic vision both on stage and in writing. The department welcomes analysis, criticism, artistic innovation, and theater inquiry of all sorts.

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 select a major plan upon declaration.

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.

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 select a major plan upon declaration.

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 THEA329/331 (earned in .25- and .5-credit increments).

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):

- Thea105 Production Laboratory (One 0.5 credit in the technical aspects of scenic/lighting or costumes)
- Thea203 Playing in the Theater Archive: An Introduction to Performance Studies
- Thea245 Acting I

Gateway Courses (optional for classes of 2019, 2020, 2021 and 2022)

Please note that these courses must be completed in the theater department by the second semester of sophomore year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA105</td>
<td>Production Laboratory (One 0.5 credit in the technical aspects of scenic/lighting or costumes)</td>
<td>0.5</td>
</tr>
<tr>
<td>THEA203</td>
<td>Playing in the Theater Archive: An Introduction to Performance Studies</td>
<td>1</td>
</tr>
<tr>
<td>THEA245</td>
<td>Acting I</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The gateway courses are offered in the following categories:

- Technical Theater (0.5 CR)
- Theater Arts (1.0 CR)
- Theater Methods (1.0 CR)

Course Category Designations: https://drive.google.com/file/d/1pb6q(fh28rjszDS-izLRawAK4ysaA/view?usp=sharing

https://drive.google.com/file/d/1pb6qfh28rjszDS-izLRawAK4ysaA/view?usp=sharing

https://drive.google.com/
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, THEA360 - 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. One instance of the .SCR course THEA183 (The Actor’s Experience, formerly known as Directed Experiences in Acting) may be counted towards the Performance Practice requirement.
- 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 courses cross-listed with the department in related fields, excluding courses in dramatic/theater literature. Students can petition for a non-cross-listed course that would directly serve their focus in theatriemaking to count in this category; this petition should be initially reviewed with their major advisor, and then will be considered by the theater department faculty.

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://drive.google.com/file/d/1pb6q_PnBsRjs2DSM-izLBrawAK4yysaA/view/?usp=sharing) 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 honors or 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 are due during spring of 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/) 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. 234), 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.

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

Sofia Raquel Warren
BA, Wesleyan University
Visiting Writer in the Shapiro Writing Center

FACULTY

Rachael Barlow
MA, Indiana University Bloomington; PHD, Indiana University Bloomington
Adjunct Assistant Professor of Academic Writing; Associate Director for Assessment

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 (Beth) 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
Associate Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Associate 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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

Bailey, William
BA, Wesleyan University; MA, New York University
Assistant Professor of the Practice, English

Elizabeth (Beth) 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
Associate Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Associate 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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

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

Sofia Raquel Warren
BA, Wesleyan University
Visiting Writer in the Shapiro Writing Center

Elizabeth (Beth) 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
Associate Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Associate 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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

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

Sofia Raquel Warren
BA, Wesleyan University
Visiting Writer in the Shapiro Writing Center

Elizabeth (Beth) 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
Associate Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Associate 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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and Sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English
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.
AFRICAN AMERICAN STUDIES MINOR

INTRODUCTION

ADMISSION TO THE 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 the Gateway course (AFAM101), 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least one African History survey course:</td>
<td>1</td>
</tr>
<tr>
<td>HIST212</td>
<td>Modern Africa</td>
<td></td>
</tr>
<tr>
<td>HIST217</td>
<td>Empires, Slavery, and Revolution: Africa to 1800</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four additional African Studies courses from History, the Social Sciences, Humanities, or African Diaspora, with the following conditions:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- No more than 3 total History courses may count.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No more than 2 MUSC and/or DANC may count.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No more than 1 African Diaspora class may count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No more than 1 100-level course may count.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African History (See WesMaps for a complete list)</td>
<td></td>
</tr>
<tr>
<td>HIST212</td>
<td>Modern Africa</td>
<td></td>
</tr>
<tr>
<td>HIST217</td>
<td>Empires, Slavery, and Revolution: Africa to 1800</td>
<td></td>
</tr>
<tr>
<td>HIST226</td>
<td>Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa</td>
<td></td>
</tr>
<tr>
<td>HIST267</td>
<td>Development in Question: Conservation in Africa</td>
<td></td>
</tr>
<tr>
<td>HIST302</td>
<td>Reproductive Politics and the Family in Africa</td>
<td></td>
</tr>
<tr>
<td>HIST334</td>
<td>Social History of Islam in Africa</td>
<td></td>
</tr>
<tr>
<td>HIST341</td>
<td>Body Histories in Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies (See WesMaps for a complete list)</td>
<td></td>
</tr>
<tr>
<td>ECON366</td>
<td>The Economics of Developing Countries</td>
<td></td>
</tr>
<tr>
<td>GOVT324</td>
<td>Africa in World Politics</td>
<td></td>
</tr>
<tr>
<td>GOVT355</td>
<td>Political Theory and Transitional Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities (See WesMaps for a complete list)</td>
<td></td>
</tr>
<tr>
<td>DANC260</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCP201</td>
<td>Art and Archaeology of the Bronze Age Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>ARCP203</td>
<td>The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ARCP214</td>
<td>Survey of Greek Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP223</td>
<td>Survey of Roman Archaeology and Art</td>
<td>1</td>
</tr>
<tr>
<td>ARCP260</td>
<td>Art and Archaeology of Ancient India</td>
<td>1</td>
</tr>
</tbody>
</table>

MINOR REQUIREMENTS

The Minor in Archaeology requires a minimum of six credits in archaeology:

- 1 Gateway course
- 1 Elective course:
  The Elective requirement can also be met with two 0.5 credits of the Thinking Through Archaeology Symposium, offered each fall semester (beginning Fall '22)
- 1 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).

The Minor in Archaeological Science requires a minimum of six credits in archaeology:

- 1 Gateway course
- 1 Elective course:
  The Elective requirement can be met by two 0.5 credits of the Thinking Through Archaeology Symposium Course. With the approval of the Chair, students in the ArchSci Minor can also apply one extra-departmental course in the sciences to their ARCP Minor.
- 1 course in each of three areas (Anthropology, Classical Civilization, Art History)
- 1 300-level lab-based ARCP course (this meets the Method and Theory area requirement)

To apply for the minor, please submit a declaration to add the minor through the Major/Minor/Cert Declaration application in your student portfolio. Students seeking to apply a science courses to meet their Elective requirement must explain the course they intend to apply and its application to archaeological research.
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) 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.

ADDITIONAL INFORMATION

For the purposes of planning, students have access to two documents:

1. course projections, which indicate when specific courses will be offered during a three-year period: [https://docs.google.com/spreadsheets/d/1o_IW5xLRNDTyX53jii2zxLFSmO_sNTemB0MwntBUE4k/edit#gid=0](https://docs.google.com/spreadsheets/d/1o_IW5xLRNDTyX53jii2zxLFSmO_sNTemB0MwntBUE4k/edit#gid=0)
2. ARHA minor planning worksheets, which may be used to help students map out a course of study: [https://www.wesleyan.edu/art/arthist/course_planning_documents.html](https://www.wesleyan.edu/art/arthist/course_planning_documents.html)

As a temporary measure, and until such time as we are able to regularly offer courses in African art, courses in African Studies may count as fulfilling the Africa geographical distributional requirement.

CARIBBEAN STUDIES MINOR

INTRODUCTION

The Caribbean Studies Minor is an interdisciplinary minor, administered by the Coordinator.

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: American studies, Latin American Studies, African American Studies, the College of Letters, Anthropology, English, Religious Studies, and Music, among others. It is by its diverse nature constituted as always multidisciplinary.

MINOR REQUIREMENTS

- AMST200, Colonialism and Its Consequences, 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. 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.

- All courses counted for the Minor should be 200-level and above.
- While there is no general GPA requirement to declare or remain in the Minor, a grade of B or better is required for 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 Coordinator for the Caribbean Studies Minor.
- The Caribbean Studies courses in Wesleyan’s curriculum from 2018-2019 to 2021-2022 are listed below. Courses not listed may be approved by the Coordinator after discussion.

### 2021-2022 Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM203</td>
<td>African American History, 1444-1877</td>
<td></td>
</tr>
<tr>
<td>AMST200</td>
<td>Colonialism and Its Consequences in the Americas</td>
<td></td>
</tr>
<tr>
<td>AMST225</td>
<td>Latinidad: Introduction to Latina/o Studies</td>
<td></td>
</tr>
<tr>
<td>ENGL304</td>
<td>Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice</td>
<td></td>
</tr>
<tr>
<td>GOVT302</td>
<td>Latin American Politics</td>
<td></td>
</tr>
<tr>
<td>HIST245</td>
<td>Modern Latin America Since 1810</td>
<td></td>
</tr>
<tr>
<td>HIST296</td>
<td>Colonial Latin America</td>
<td></td>
</tr>
<tr>
<td>RELI268</td>
<td>Black Religions in the Americas</td>
<td></td>
</tr>
<tr>
<td>RELI391</td>
<td>Religion and the Social Construction of Race</td>
<td></td>
</tr>
<tr>
<td>SPAN270</td>
<td>Survey of Latin American Literatures, Cultures, and Ideas</td>
<td></td>
</tr>
<tr>
<td>SPAN285</td>
<td>Asian Latino Encounters</td>
<td></td>
</tr>
</tbody>
</table>

### 2020-2021 Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST200</td>
<td>Colonialism and Its Consequences in the Americas</td>
<td></td>
</tr>
<tr>
<td>AMST225</td>
<td>Latinidad: Introduction to Latina/o Studies</td>
<td></td>
</tr>
<tr>
<td>AMST273</td>
<td>Diasporic South Asian Writing and American Studies</td>
<td></td>
</tr>
<tr>
<td>AMST329</td>
<td>Issues in Latina/o Politics and Culture</td>
<td></td>
</tr>
<tr>
<td>ENGL279</td>
<td>Introduction to Latina/o/x Literature and Art</td>
<td></td>
</tr>
<tr>
<td>ENGL328</td>
<td>Black, White, and Queer Forms and Feelings</td>
<td></td>
</tr>
<tr>
<td>GOVT302</td>
<td>Latin American Politics</td>
<td></td>
</tr>
<tr>
<td>SPAN270</td>
<td>Survey of Latin American Literatures, Cultures, and Ideas</td>
<td></td>
</tr>
<tr>
<td>SPAN275</td>
<td>Multilingual Aesthetics in Latin America</td>
<td></td>
</tr>
<tr>
<td>SPAN281</td>
<td>&quot;Islas sonantes&quot;: Music and Sound Technologies in Hispanic Caribbean Literature</td>
<td></td>
</tr>
<tr>
<td>SPAN284</td>
<td>Tales of Resistance: Modernity and the Latin American Short Story</td>
<td></td>
</tr>
</tbody>
</table>

### 2018-2019 Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM203</td>
<td>African American History, 1444-1877</td>
<td></td>
</tr>
<tr>
<td>AMST200</td>
<td>Colonialism and Its Consequences in the Americas</td>
<td></td>
</tr>
<tr>
<td>AMST206</td>
<td>New England and Empire: Junior Colloquium</td>
<td></td>
</tr>
<tr>
<td>AMST225</td>
<td>Latinidad: Introduction to Latina/o Studies</td>
<td></td>
</tr>
<tr>
<td>AMST226</td>
<td>20th-Century Franco-Caribbean Literature and the Search for Identity</td>
<td></td>
</tr>
<tr>
<td>AMST245</td>
<td>Personalizing History</td>
<td></td>
</tr>
<tr>
<td>AMST273</td>
<td>Diasporic South Asian Writing and American Studies</td>
<td></td>
</tr>
<tr>
<td>AMST391</td>
<td>Religion and the Social Construction of Race</td>
<td></td>
</tr>
<tr>
<td>ANTH210</td>
<td>Haiti: Between Anthropology and Journalism</td>
<td></td>
</tr>
<tr>
<td>ENGL274</td>
<td>Caribbean Poetry and Cinema: &quot;Fields of Islands&quot; in an Open Sea</td>
<td></td>
</tr>
<tr>
<td>ENGL279</td>
<td>Introduction to Latina/o/x Literature and Art</td>
<td></td>
</tr>
<tr>
<td>LAST226</td>
<td>Survey of Latin American Literatures, Cultures, and Ideas</td>
<td></td>
</tr>
<tr>
<td>LAST245</td>
<td>Modern Latin America Since 1810</td>
<td></td>
</tr>
<tr>
<td>LAST296</td>
<td>Colonial Latin America</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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 CEAS new minor student information form (https://docs.google.com/forms/d/e/1FAIpQLScnBk33CD9ypUTFW9ubS6rOubPLyd69FFpJ4YVxeExlq4Jgdg/viewform/) 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--Gong, 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Knowledge Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td>PHYS/QAC221</td>
<td>Modeling and Data Analysis: From Molecules to Markets</td>
<td></td>
</tr>
<tr>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach</td>
<td></td>
</tr>
<tr>
<td>QAC201</td>
<td>Applied Data Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC211</td>
<td>Digging the Digital Era: A Data Science Primer</td>
<td></td>
</tr>
<tr>
<td>QAC250</td>
<td>An Introduction to Data Journalism</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical, Statistical, and Computing Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following, each from a different group:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH221</td>
<td>Vectors and Matrices</td>
<td></td>
</tr>
<tr>
<td>MATH223</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH228</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH274</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics</td>
<td></td>
</tr>
<tr>
<td>MATH231</td>
<td>An Introduction to Probability</td>
<td></td>
</tr>
<tr>
<td>MATH232</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>BIOL265</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td></td>
</tr>
<tr>
<td>COMP115</td>
<td>How to Design Programs</td>
<td></td>
</tr>
<tr>
<td>COMP211</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>COMP212</td>
<td>Computer Science II</td>
<td></td>
</tr>
<tr>
<td><strong>Applied Electives</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select two credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES380/QAC344</td>
<td>Advanced GIS and Spatial Analyses</td>
<td></td>
</tr>
<tr>
<td>ECON282</td>
<td>Economics of Big Data</td>
<td></td>
</tr>
<tr>
<td>ECON385</td>
<td>Econometrics</td>
<td></td>
</tr>
<tr>
<td>ECON386</td>
<td>Introduction to Forecasting in Economics and Finance</td>
<td></td>
</tr>
<tr>
<td>GOVT366</td>
<td>Empirical Methods for Political Science</td>
<td></td>
</tr>
<tr>
<td>GOVT378</td>
<td>Advanced Topics in Media Analysis</td>
<td></td>
</tr>
<tr>
<td>PHYS340</td>
<td>Computational Physics</td>
<td></td>
</tr>
<tr>
<td>QAC231</td>
<td>Introduction to (Geo)Spatial Data Analysis and Visualization</td>
<td></td>
</tr>
<tr>
<td>QAC239</td>
<td>Proseminar: Machine Learning Methods for Audio and Video Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC241</td>
<td>Introduction to Network Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC251</td>
<td>Data Visualization: An Introduction</td>
<td></td>
</tr>
<tr>
<td>QAC305</td>
<td>Exploratory Data Analysis and Pattern Discovery</td>
<td></td>
</tr>
<tr>
<td>QAC307</td>
<td>Experimental Design and Causal Inference</td>
<td></td>
</tr>
<tr>
<td>QAC311</td>
<td>Longitudinal Data Analysis (0.5 credit)</td>
<td></td>
</tr>
<tr>
<td>QAC312</td>
<td>Hierarchical Linear Models (0.5 credit)</td>
<td></td>
</tr>
<tr>
<td>QAC313</td>
<td>Latent Variable Analysis (0.5 credit)</td>
<td></td>
</tr>
<tr>
<td>QAC314</td>
<td>Survival Analysis (0.5 credit)</td>
<td></td>
</tr>
<tr>
<td>QAC323</td>
<td>Bayesian Data Analysis: A Primer (0.5 credit)</td>
<td></td>
</tr>
<tr>
<td>QAC356</td>
<td>Advanced R: Building Open-Source Tools for Data Science</td>
<td></td>
</tr>
<tr>
<td>can count QAC 380 or 381, not both</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QAC380</td>
<td>Introduction to Statistical Consulting</td>
<td></td>
</tr>
<tr>
<td>QAC381</td>
<td>QAC Praxis Service Learning Lab</td>
<td></td>
</tr>
<tr>
<td>QAC385</td>
<td>Applications of Machine Learning in Data Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC386</td>
<td>Quantitative Textual Analysis: Introduction to Text Mining</td>
<td></td>
</tr>
</tbody>
</table>

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 excused 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, to completing three applied elective courses, they can take 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. 233).
- Only graded courses can satisfy the requirements for the data analysis minor and the applied data science certificate. Courses completed with a CR/U grading mode will not satisfy the requirements of the two programs.
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 301 to 399.
- One of the two electives may be either an upper- or lower-tier elective (201 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.

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 enroll in EDST101, the Sophomore Gateway Course, which will be taught in the second half of spring term (4th quarter) every year.

MINOR REQUIREMENTS

Students must take a minimum of 5 credits plus a practicum experience equivalent to at least 5 credit. 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 Minor.

Students can use the same course to fulfill requirements in two academic programs (for example, a cross-listed course in ITAL and EDST could count toward both the EDST Minor and the ITST Major), if that is acceptable to the other department.

These are the requirements for the Minor in Education Studies:

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.

Listing of all approved courses that fulfill requirements for the Education Studies Minor (https://docs.google.com/document/d/1gtAZfZuuxvRH8epYIs8AF5EH_e_RVAuvGu6a-GONyk-D_k/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=eW9qYIfY80mREEyOYW3D0Z2brqM0t91AqgplpT9x3yfUNDVQOQFU0NNWEExRztYPS1i5)

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.

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

FOUNDATIONS COURSE

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST230</td>
<td>Schools in Society (Foundations)</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/EDST253</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>SOC/FGSS244</td>
<td>Feminist and Queer Theories of Social Reproduction</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Breadth Courses

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPL341</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341E</td>
<td>Topics in Education: Introduction to Educational Law, Policy, and Educational Reform</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Category 1: Cognition, Development, & Science of Learning (1+ credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS&amp;B/BIOL/PSYC356</td>
<td>Neurodevelopmental Disorders *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B220</td>
<td>Cognitive Psychology *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B221</td>
<td>Human Memory *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B222</td>
<td>Sensation and Perception *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B225</td>
<td>Cognitive Neuroscience *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC230</td>
<td>Developmental Psychology *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC245</td>
<td>Psychological Measurement *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC248</td>
<td>Adolescence and Emerging Adulthood *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC271</td>
<td>Life-Span Development *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC311</td>
<td>Children’s Learning from Media</td>
<td>1</td>
</tr>
<tr>
<td>PSYC320</td>
<td>Cognition, Learning, and Instruction in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B341</td>
<td>Psychology of Human Memory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>PSYC388</td>
<td>Advanced Research in Measurement *</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST140L/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Category 2: Social and Structural Analyses of Education (1+ credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST241/ENGL23S</td>
<td>Childhood in America</td>
<td>1</td>
</tr>
<tr>
<td>CHUM/AMST/EDST358</td>
<td>Fugitive Perspectives on Education and Civil Society</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341B</td>
<td>Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341C</td>
<td>Entrepreneurship in Education: Past, Present, and Future</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341D</td>
<td>Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective</td>
<td>1</td>
</tr>
<tr>
<td>CSPL341E</td>
<td>Topics in Education: Introduction to Educational Law, Policy, and Educational Reform</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON213/AMST274</td>
<td>Economics of Wealth and Poverty *</td>
<td>1</td>
</tr>
<tr>
<td>EDST110F</td>
<td>Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>EDST221</td>
<td>Decolonizing Education</td>
<td>1</td>
</tr>
<tr>
<td>EDST221Z</td>
<td>Decolonizing Education</td>
<td>1</td>
</tr>
<tr>
<td>EDST320</td>
<td>Schools in Society</td>
<td>1</td>
</tr>
<tr>
<td>EDST/CSPL341G</td>
<td>Case Studies in Educational Innovation and Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>EDST345</td>
<td>Education Technology - Sociological Perspectives &amp; Implications</td>
<td>1</td>
</tr>
<tr>
<td>EDST355</td>
<td>The Long Struggle: Examining New Perspectives on Education Reform</td>
<td>1</td>
</tr>
<tr>
<td>GOVT/EDST342</td>
<td>Questioning Authority: On the Politics of the Teacher-Student Relationship</td>
<td>1</td>
</tr>
<tr>
<td>PSYC253</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>RELI/EDST/SISP373</td>
<td>Religion, Science, and Empire: Crucible of a Globalized World</td>
<td>1</td>
</tr>
<tr>
<td>SISP/EDST/SOC350</td>
<td>Sociology of Knowledge</td>
<td>1</td>
</tr>
<tr>
<td>SOC399M/EDST399/FGSS311</td>
<td>Abolitionist University Studies</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST114F</td>
<td>Why You Can’t Write (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>WRCT205/AMST227/EDST205</td>
<td>English Language Learners and US Language Policy</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Category 3: Research Methods & Data Analysis (1 credit)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics *</td>
<td>1</td>
</tr>
<tr>
<td>ECON385</td>
<td>Econometrics *</td>
<td>1.25</td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC202</td>
<td>Qualitative Research Methods in Psychology *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC206</td>
<td>Research Methods in Cognitive Development and Education *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC207</td>
<td>Research Methods in Developmental Psychology *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC/NS&amp;B210</td>
<td>Research Methods in Cognition *</td>
<td>1</td>
</tr>
<tr>
<td>PSYC213</td>
<td>Research Methods in Social Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC388</td>
<td>Advanced Research in Measurement *</td>
<td>1</td>
</tr>
<tr>
<td>QAC/GOVT210/NS&amp;B280/PSYC280</td>
<td>Applied Data Analysis</td>
<td>1</td>
</tr>
<tr>
<td>QAC/GOVT210Z/NS&amp;B280/PSYC280Z</td>
<td>Applied Data Analysis</td>
<td>1</td>
</tr>
<tr>
<td>RELI/ANTH395</td>
<td>The Anthropology of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

### PEDAGOGY & PRACTICUM

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. Pedagogy courses are listed below.

• Students must also complete a practicum 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. Some ideas are listed below.

• If the practicum experience is something other than one of the approved courses listed below, 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.

### Pedagogy (.5 credit)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR430</td>
<td>Seminar on Astronomical Pedagogy *</td>
<td>.25</td>
</tr>
<tr>
<td>CSPL277</td>
<td>Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development</td>
<td>.5</td>
</tr>
<tr>
<td>DANC341</td>
<td>Dance Teaching Workshop: The Embodied Practice of Knowing</td>
<td>1</td>
</tr>
<tr>
<td>EDST210/IDEA209</td>
<td>Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches</td>
<td>.5</td>
</tr>
<tr>
<td>EDST310</td>
<td>Practicum in Education Studies</td>
<td>1</td>
</tr>
<tr>
<td>EDST311</td>
<td>Community Impact Practicum: Building Capacity to Support Educational Enrichment</td>
<td>1</td>
</tr>
<tr>
<td>ITAL220</td>
<td>Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning (CLAC.50) *</td>
<td>.5</td>
</tr>
<tr>
<td>MUSC463</td>
<td>Teaching Music Lessons to Children in Local Schools</td>
<td>1</td>
</tr>
<tr>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>QAC301</td>
<td>Statistics Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L/EDST223</td>
<td>Second Language Acquisition and Teaching</td>
<td>.5</td>
</tr>
<tr>
<td>RL&amp;L/EDST223L</td>
<td>Second Language Acquisition &amp; Pedagogy - Teaching Romance Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST140L/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST202</td>
<td>Pedagogy for Teaching English to Speakers of Other Languages Tutors</td>
<td>.5</td>
</tr>
<tr>
<td>WRC/EDST400</td>
<td>Ford Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

### Practicum Courses or Experiences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM241</td>
<td>Informal Science Education for Elementary School Students I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/MB&amp;B242</td>
<td>Informal Science Education for Elementary School Students II</td>
<td>1</td>
</tr>
<tr>
<td>DANC447</td>
<td>Dance Teaching Practicum</td>
<td>.5</td>
</tr>
<tr>
<td>EDST310</td>
<td>Practicum in Education Studies</td>
<td>1</td>
</tr>
<tr>
<td>EDST311</td>
<td>Community Impact Practicum: Building Capacity to Support Educational Enrichment</td>
<td>1</td>
</tr>
<tr>
<td>MUSC463</td>
<td>Teaching Music Lessons to Children in Local Schools</td>
<td>1</td>
</tr>
<tr>
<td>PSYC328</td>
<td>Current Research in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>PSYC355</td>
<td>Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>QAC301</td>
<td>Statistics Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L/EDST223</td>
<td>Second Language Acquisition and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST140L/ENGL143L</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>1</td>
</tr>
<tr>
<td>WRCT/EDST202</td>
<td>Pedagogy for Teaching English to Speakers of Other Languages Tutors</td>
<td>.5</td>
</tr>
<tr>
<td>WRC/EDST400</td>
<td>Ford Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

Examples of a practicum experience include:

- Tutoring in a school setting for 10 hours per week for a semester or 5 hours 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.

- Serving as a Teaching Apprentice for an introductory course (e.g., first year foreign language or gateway science or social science course).

- Student teaching at the Bank Street School of Education (Urban Education Semester).

- Teaching in an intensive summer program (Breakthrough, Summerbridge, CTY) and providing a letter confirming completion from the program.

### Film Studies Minor

#### Admissions 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.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM288</td>
<td>Global Film Auteurs</td>
<td>1</td>
</tr>
<tr>
<td>FILM301</td>
<td>The History of Spanish Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM304</td>
<td>History of Global Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM305</td>
<td>Sophomore Colloquium for Declaring Majors</td>
<td>1</td>
</tr>
<tr>
<td>FILM307</td>
<td>The Language of Hollywood: Styles, Storytelling, and Technology</td>
<td>1</td>
</tr>
<tr>
<td>FILM311</td>
<td>Israel in Therapy: Society Under the Influence of TV Series</td>
<td>1</td>
</tr>
<tr>
<td>FILM315</td>
<td>Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture</td>
<td>1</td>
</tr>
<tr>
<td>FILM318</td>
<td>Awesome Cinema: Religion, Art, and the Unrepresentable</td>
<td>1</td>
</tr>
<tr>
<td>FILM319</td>
<td>Television Storytelling: The Conditions of Narrative Complexity</td>
<td>1</td>
</tr>
<tr>
<td>FILM320</td>
<td>The New German Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM322</td>
<td>Alfred Hitchcock</td>
<td>1</td>
</tr>
<tr>
<td>FILM324</td>
<td>Visual Storytelling: The History and Art of Hollywood’s Master Storytellers</td>
<td>1</td>
</tr>
<tr>
<td>FILM326</td>
<td>At Home in the World: Transnational Women’s Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM328</td>
<td>Moving Images Beyond the West: An introduction to Global Media</td>
<td>1</td>
</tr>
<tr>
<td>FILM329</td>
<td>Introduction to Indian Cinema: ‘Bollywood’ and Beyond</td>
<td>1</td>
</tr>
<tr>
<td>FILM331</td>
<td>Video Games as/and the Moving Image: Art, Aesthetics, and Design</td>
<td>1</td>
</tr>
<tr>
<td>FILM336</td>
<td>Silent Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM346</td>
<td>Contemporary East Asian Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM347</td>
<td>Melodrama and the Woman’s Picture</td>
<td>1</td>
</tr>
<tr>
<td>FILM348</td>
<td>Postwar American Independent Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM349</td>
<td>Television: The Domestic Medium</td>
<td>1</td>
</tr>
<tr>
<td>FILM350</td>
<td>Contemporary International Art Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM352</td>
<td>From Caligari to Hitler: Weimar Cinema in Context</td>
<td>1</td>
</tr>
<tr>
<td>FILM355</td>
<td>Newest German (and Austrian) Cinema</td>
<td>1</td>
</tr>
<tr>
<td>FILM357</td>
<td>Fassbinder &amp; Sirk: Limitations of Life</td>
<td>1</td>
</tr>
<tr>
<td>FILM358</td>
<td>Italian Cinema: 1945-1965</td>
<td>1</td>
</tr>
<tr>
<td>FILM360</td>
<td>Philosophy and the Movies: The Past on Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM362</td>
<td>Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM368</td>
<td>Using the Moving Image Archive</td>
<td>1</td>
</tr>
<tr>
<td>FILM370</td>
<td>The Art of Film Criticism</td>
<td>1</td>
</tr>
<tr>
<td>FILM381</td>
<td>Martin Scorsese</td>
<td>1</td>
</tr>
<tr>
<td>FILM384</td>
<td>Documentary Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>FILM385</td>
<td>Documentary History</td>
<td>1</td>
</tr>
<tr>
<td>FILM386</td>
<td>The Long and the Short: Fritz Lang in Berlin and Hollywood</td>
<td>1</td>
</tr>
<tr>
<td>FILM387</td>
<td>Seminar on Television Series and Aesthetics</td>
<td>1</td>
</tr>
<tr>
<td>FILM388</td>
<td>Advanced Global Film Auteurs</td>
<td>1</td>
</tr>
<tr>
<td>FILM389</td>
<td>Film Genres: The Western</td>
<td>1</td>
</tr>
<tr>
<td>FILM391</td>
<td>Sex and Violence: American Film-making Under Censorship</td>
<td>1</td>
</tr>
<tr>
<td>FILM392</td>
<td>Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini</td>
<td>1</td>
</tr>
<tr>
<td>FILM418</td>
<td>Documentary Filmmaking for Majors and Minors</td>
<td>1</td>
</tr>
<tr>
<td>FILM430</td>
<td>Documentary Production</td>
<td>1</td>
</tr>
<tr>
<td>FILM451</td>
<td>Introduction to Digital Filmmaking</td>
<td>1</td>
</tr>
<tr>
<td>FILM452</td>
<td>Writing About Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM454</td>
<td>Writing the Short Film - For Non-Majors</td>
<td>1</td>
</tr>
<tr>
<td>FILM455</td>
<td>Writing for Television</td>
<td>1</td>
</tr>
<tr>
<td>FILM458</td>
<td>Screenwriting: The Short Film</td>
<td>1</td>
</tr>
<tr>
<td>FILM459</td>
<td>Writing for Television II</td>
<td>1</td>
</tr>
<tr>
<td>AFAM274</td>
<td>Reel Black: African American Life in Film</td>
<td>1</td>
</tr>
<tr>
<td>AMST315</td>
<td>Entertaining Social Change</td>
<td>1</td>
</tr>
<tr>
<td>ANTH244</td>
<td>Television: The Domestic Medium</td>
<td>1</td>
</tr>
<tr>
<td>ANTH285</td>
<td>Film and Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH361</td>
<td>Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>CEAS232</td>
<td>Introduction to Chinese Film</td>
<td>1</td>
</tr>
<tr>
<td>CEAS234</td>
<td>Modern Korea in Film and Fiction</td>
<td>1</td>
</tr>
<tr>
<td>CEAS248</td>
<td>South Korean Cinema: Re/imagining Modern History on Screen</td>
<td>1</td>
</tr>
<tr>
<td>CEAS266</td>
<td>Modern Korean Women’s Literature and Film</td>
<td>1</td>
</tr>
<tr>
<td>CJST234</td>
<td>Israel in Therapy: Society Under the Influence of TV Series</td>
<td>1</td>
</tr>
<tr>
<td>CJST248</td>
<td>Designing Reality in Israeli Documentary Film</td>
<td>1</td>
</tr>
<tr>
<td>COL249</td>
<td>Narrative and Ideology</td>
<td>1</td>
</tr>
<tr>
<td>GOVT298</td>
<td>Terrorism and Film</td>
<td>1</td>
</tr>
<tr>
<td>GOVT387</td>
<td>Foreign Policy at the Movies</td>
<td>1</td>
</tr>
<tr>
<td>REES233</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L233</td>
<td>Modern Italy on the Silver Screen: 1960–2015</td>
<td>1</td>
</tr>
<tr>
<td>RL&amp;L301</td>
<td>The History of Spanish Cinema</td>
<td>1</td>
</tr>
<tr>
<td>SPAN280</td>
<td>Screening Youth in Contemporary Latin American Cinema</td>
<td>1</td>
</tr>
</tbody>
</table>

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 Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of 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.
  - Courses numbered 300–level 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 FREN minor.

Students minoring in FREN 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.

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.

**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 count 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. The application consists of a short statement of interest describing how and why the Global Engagement Minor fits into the student’s academic plans, a breakdown of the students’ academic history, and a brief recommendation from a professor at Wesleyan.

Interested students can apply here [https://docs.google.com/forms/d/e/1FAIpQLSdc-w7v6R6jejOvDZCixiVudHCAeyslaAJnOCThknbf5wA/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSdc-w7v6R6jejOvDZCixiVudHCAeyslaAJnOCThknbf5wA/viewform?usp=sf_link). Students will need to ask a faculty member for a recommendation and inform them that Natalia Roman Ameia, Assistant Director of Intercultural and Language Learning, will provide them with a short recommendation form to complete.

Students 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. Admission of students to the program in the Fall of their sophomore year or later may be possible via petition.

**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 Natalia Román Alicea, 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 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. Please contact Natalia Román Alicea, Assistant Director of Intercultural and Language Learning, at nromanalicea@wesleyan.edu for any questions, comments, or concerns.

MINOR REQUIREMENTS

(Approved by History Department on 7 April 2021)

Six History Courses Total

N.B. - higher level History courses may be substituted for lower level ones - courses must be taken at Wesleyan.

Courses to Satisfy the History Minor

-- Three History courses 150 or higher
-- Two History courses 300 level or higher.

*One History course must devote at least 50% of its attention and content to the period before 1800.

*Only courses taught by faculty appointed in or affiliated with the History Department 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.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS113</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>PHYS116 General Physics II</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>COMP211 Computer Science I</td>
<td></td>
</tr>
<tr>
<td>Select one of the following advanced computer science courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP212</td>
<td>Computer Science II</td>
<td>1</td>
</tr>
<tr>
<td>COMP331</td>
<td>Computer Structure and Organization</td>
<td></td>
</tr>
<tr>
<td>COMP312</td>
<td>Algorithms and Complexity</td>
<td></td>
</tr>
<tr>
<td>PHYS221</td>
<td>Modeling and Data Analysis: From Molecules to Markets</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>PHYS340 Computational Physics</td>
<td></td>
</tr>
</tbody>
</table>

Select one course from the list of applied modeling courses in chemistry, computer science, economics, or science.

The IGS pathway requires the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL/MB&amp;B181</td>
<td>Principles of Biology I: Cell Biology and Molecular Basis of Heredity</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following introductory computer science courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td>1</td>
</tr>
<tr>
<td>COMP211</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>COMP113</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
</tbody>
</table>

an approved alternative

Select one of the following advanced computer science courses or three 0.5 credit QAC courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP212</td>
<td>Computer Science II</td>
<td>1</td>
</tr>
<tr>
<td>COMP331</td>
<td>Computer Structure and Organization</td>
<td></td>
</tr>
<tr>
<td>COMP312</td>
<td>Algorithms and Complexity</td>
<td></td>
</tr>
<tr>
<td>QAC150</td>
<td>Working with SQL and Databases</td>
<td></td>
</tr>
</tbody>
</table>

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

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 challenges of our society demand nimble students that utilize an integrated skill set. The Integrated Design, Engineering & Applied Science (IDEAS) program prepares students to succeed at the intersection of design, the arts, and engineering in a liberal arts context. Students develop foundational knowledge in these areas by working in collaborative groups and individually on project-based assignments which emphasize making and doing as critical forms of knowledge. Core courses within the minor provide a foundation in the technical, aesthetic, and human dimensions of design and engineering. These courses are followed by a focus in one of many modules that span design and engineering disciplines.

ADMISSION TO THE MINOR

Students should complete at least one course from the required project-based courses to be admitted to the IDEAS minor. The project-based courses are in two categories: Design & Engineering (IDEA170 or IDEA175 ), and Design & Arts (IDEA190, IDEA233, or IDEA285). Declare the IDEAS minor through your WesPortal.
MINOR REQUIREMENTS

A minor in IDEAS requires six credits for students in the class of 2022 or 2023. Students must complete two project-based design courses, one focusing on engineering, and one on the arts (options are listed below). Students are strongly encouraged to complete a third course that examines the social and cultural aspects of design and/or engineering (options are listed below); this course is a requirement for students in the class of 2024 and beyond, (and hence seven credits total for the minor are required for these students). 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

All IDEAS minors will assemble a portfolio encompassing work developed within IDEAS courses. Students participating in the minor will begin the development of a digital 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.

REQUIRED PROJECT-BASED DESIGN COURSES

Students must complete one course from each group below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td>1</td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td>1</td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIRED COURSE ON THE SOCIAL AND CULTURAL ASPECTS OF DESIGN & ENGINEERING

Students must complete one course from the list below. This requirement does not apply to the class of 2022.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA180</td>
<td>Design in Context: Case Studies in Design, Engineering, and Technology</td>
<td>1</td>
</tr>
<tr>
<td>AMST260</td>
<td>Bioethics and the Animal/Human Boundary</td>
<td>3</td>
</tr>
<tr>
<td>ARHA338</td>
<td>Bauhaus: Art, Craft, Design</td>
<td>3</td>
</tr>
<tr>
<td>ARHA352</td>
<td>Energy and Modern Architecture, 1850-2020</td>
<td>3</td>
</tr>
<tr>
<td>CSPL115F</td>
<td>Diffusion of Innovation (FYS)</td>
<td>3</td>
</tr>
<tr>
<td>CSPL235</td>
<td>Activism and Theories of Change</td>
<td>3</td>
</tr>
<tr>
<td>CSPL239</td>
<td>Startup Incubator: The Art and Science of Launching Your Idea</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARST233</td>
<td>Studies in Computer-based Modelling and Digital Fabrication</td>
<td>3</td>
</tr>
<tr>
<td>ARST235</td>
<td>Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARST336</td>
<td>Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>IDEA210</td>
<td>How Things Fail: Mechanics and Materials</td>
<td>3</td>
</tr>
<tr>
<td>THEA359</td>
<td>Space Design for Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA185</td>
<td>Text &amp; Visual Imagination: Introduction to Eco Design for Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in the History of Architecture:
Integrated Design, Engineering & Applied Science Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHA151</td>
<td>European Architecture to 1750</td>
<td></td>
</tr>
<tr>
<td>ARHA210</td>
<td>Romanesque and Gothic Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARHA224</td>
<td>Italian Art and Architecture of the 16th Century</td>
<td></td>
</tr>
<tr>
<td>ARHA244</td>
<td>European Architecture and Urbanism, 1750-1910</td>
<td></td>
</tr>
<tr>
<td>ARHA246</td>
<td>American Architecture and Urbanism, 1770–1914</td>
<td></td>
</tr>
<tr>
<td>ARHA254</td>
<td>Architecture of the 20th Century</td>
<td></td>
</tr>
<tr>
<td>ARHA258</td>
<td>Contemporary World Architecture</td>
<td></td>
</tr>
<tr>
<td>ARHA284</td>
<td>Buddhist Art and Architecture in East Asia</td>
<td></td>
</tr>
<tr>
<td>ARHA352</td>
<td>Energy and Modern Architecture, 1850-2020</td>
<td></td>
</tr>
</tbody>
</table>

One additional course from the following list, for a total of six courses:

- ARST131 Drawing I
- ARST190 Digital Foundations

**APPLIED MATH**

Mathematical methods applied in science, engineering, computer science, and social science.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
</tbody>
</table>

One course in computing and programming foundations:

- COMP112 Introduction to Programming
- COMP113 Bioinformatics Programming
- COMP114 How to Talk to Machines
- COMP115 How to Design Programs
- COMP211 Computer Science I
- PHYS340 Computational Physics

Two additional courses from the following list, for a total of six courses:

- MATH229 Differential Equations
- MATH231 An Introduction to Probability
- MATH232 Mathematical Statistics
- PHYS213 Waves and Oscillations
- PHYS217 Nonlinear Dynamics and Chaos
- PHYS565 Mathematical Physics

**CHEMICAL**

Applications of chemistry to the design of new chemicals, materials, and energy production.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
</tbody>
</table>

One course in computing and programming foundations:

- COMP112 Introduction to Programming
- COMP113 Bioinformatics Programming
- COMP114 How to Talk to Machines
- COMP115 How to Design Programs
- COMP211 Computer Science I
- PHYS340 Computational Physics

Two additional courses from the following list, for a total of six courses:

- 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

**BIOLLOGICAL OR BIOCHEMICAL**

Applications of biology and biochemistry to solve challenges in life and health sciences.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
</tbody>
</table>

**COMPUTER**

Applications of computer science to the design of new computer hardware and software.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEB170</td>
<td>Introduction to Medical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEB173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEB175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
</tbody>
</table>
### Design in 3D and 2D, Ranging from Letterpress Printing to the Creation of Virtual Spaces, Always Referencing Production and Its Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not completed in the general requirements, two of the following engineering design courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA190</td>
<td>Digital Foundations</td>
<td>2</td>
</tr>
<tr>
<td>ARST131</td>
<td>Drawing I</td>
<td></td>
</tr>
<tr>
<td>ARST243</td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>THEA185</td>
<td>Text &amp; Visual Imagination: Introduction to Eco Design for Performance</td>
<td></td>
</tr>
<tr>
<td>One course in Art History at the 300-level or higher:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ARHA203</td>
<td>Survey of Greek Archaeology and Art</td>
<td></td>
</tr>
<tr>
<td>ARHA205</td>
<td>Visualizing the Classical</td>
<td></td>
</tr>
<tr>
<td>ARHA207</td>
<td>Survey of Roman Archaeology and Art</td>
<td></td>
</tr>
<tr>
<td>ARHA210</td>
<td>Romanesque and Gothic Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARHA213</td>
<td>Cross, Book, Bone: Early Medieval Art, c. 300-1100</td>
<td></td>
</tr>
<tr>
<td>ARHA219</td>
<td>Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt</td>
<td></td>
</tr>
<tr>
<td>ARHA220</td>
<td>Northern Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ARHA221</td>
<td>Early Renaissance Art and Architecture in Italy</td>
<td></td>
</tr>
<tr>
<td>ARHA224</td>
<td>Italian Art and Architecture of the 16th Century</td>
<td></td>
</tr>
<tr>
<td>ARHA225</td>
<td>Art and Society in Ancient Pompeii</td>
<td></td>
</tr>
<tr>
<td>ARHA233</td>
<td>Art and Culture of the Italian Baroque</td>
<td></td>
</tr>
<tr>
<td>ARHA240</td>
<td>Revolutionary France and the Birth of Modern Art, 1789-1900</td>
<td></td>
</tr>
</tbody>
</table>

### Applications of Electrical and Magnetic Systems to the Design of New Devices and Communications

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not completed in the general requirements, two of the following engineering design courses:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA173</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>One course in computing and programming foundations:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td></td>
</tr>
<tr>
<td>COMP113</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
<tr>
<td>COMP114</td>
<td>How to Talk to Machines</td>
<td></td>
</tr>
<tr>
<td>COMP115</td>
<td>How to Design Programs</td>
<td></td>
</tr>
<tr>
<td>COMP211</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>PHYS340</td>
<td>Computational Physics</td>
<td></td>
</tr>
<tr>
<td>Two additional courses from the following list, for a total of six courses:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ASTR240</td>
<td>Radio Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHYS213</td>
<td>Waves and Oscillations</td>
<td></td>
</tr>
<tr>
<td>PHYS214</td>
<td>Quantum Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS234</td>
<td>Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS342</td>
<td>Experimental Optics</td>
<td></td>
</tr>
<tr>
<td>PHYS345</td>
<td>Electronics Lab</td>
<td></td>
</tr>
</tbody>
</table>

### Application of Environmental and Ecological Knowledge to the Protection of Ecosystems and Human Population

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not completed in the general requirements, two of the following engineering design courses:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>IDEA170</td>
<td>Introduction to Mechanical Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>IDEA175</td>
<td>Introduction to Electrical Design &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>IDEA210</td>
<td>How Things Fail: Mechanics and Materials</td>
<td></td>
</tr>
<tr>
<td>IDEA215</td>
<td>Introduction to Sensors, Measurement, and Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**One course in computing and programming foundations:**
- COMP112 Introduction to Programming
- COMP113 Bioinformatics Programming
- COMP114 How to Talk to Machines
- COMP115 How to Design Programs
- COMP211 Computer Science I
- PHYS340 Computational Physics

**One course in statics and dynamics:**
- IDEA210 How Things Fail: Mechanics and Materials

**One additional course from the following list, for a total of six courses:**
- CHEM377 Chemistry of Materials and Nanomaterials
- CHEM379 Nanomaterials Lab
- PHYS316 Thermal and Statistical Physics
- PHYS358 Condensed Matter

**GEOMECHANICS/GEOSYSTEMS**

Applications of geology and earth science to the development and preservation of subterranean resources.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL216</td>
<td>Ecology</td>
</tr>
<tr>
<td>E&amp;ES244</td>
<td>Soils</td>
</tr>
<tr>
<td>E&amp;ES246</td>
<td>Hydrology</td>
</tr>
<tr>
<td>E&amp;ES250</td>
<td>Environmental Geochemistry</td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
</tr>
<tr>
<td>E&amp;ES361</td>
<td>Living in a Polluted World</td>
</tr>
<tr>
<td>E&amp;ES375</td>
<td>Modeling the Earth and Environment</td>
</tr>
</tbody>
</table>

**If not completed in the general requirements, the following engineering design courses:**
- CIS170 Introduction to Mechanical Design and Engineering
- CIS175 Introduction to Electrical Design & Engineering
- IDEA173 Introduction to Sensors, Measurement, and Data Analysis

**One course in computing and programming foundations:**
- COMP112 Introduction to Programming
- COMP113 Bioinformatics Programming
- COMP114 How to Talk to Machines
- COMP115 How to Design Programs
- COMP211 Computer Science I
- PHYS340 Computational Physics

**One course in statics and dynamics:**
- IDEA210 How Things Fail: Mechanics and Materials

**One additional course from the following list, for a total of six courses:**
- 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

**MATERIALS SCIENCE**

Discovery, design, and properties of new materials.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;ES213</td>
<td>Mineralogy</td>
</tr>
<tr>
<td>E&amp;ES215</td>
<td>Earth Materials</td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
</tr>
<tr>
<td>E&amp;ES375</td>
<td>Modeling the Earth and Environment</td>
</tr>
</tbody>
</table>

**PERFORMANCE DESIGN**

Stage design for theater or dance, sets, costumes, and lighting.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHA151</td>
<td>European Architecture to 1750</td>
</tr>
</tbody>
</table>

**If not completed in the general requirements, two of the following engineering design courses:**
- CIS170 Introduction to Mechanical Design and Engineering
- CIS175 Introduction to Electrical Design & Engineering
- IDEA173 Introduction to Sensors, Measurement, and Data Analysis

**One course in computing and programming foundations:**
- COMP112 Introduction to Programming
- COMP113 Bioinformatics Programming
- COMP114 How to Talk to Machines
- COMP115 How to Design Programs
- COMP211 Computer Science I
- PHYS340 Computational Physics

**One course in statics and dynamics:**
- IDEA210 How Things Fail: Mechanics and Materials

**One additional course from the following list, for a total of six courses:**
- 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
**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHA244</td>
<td>European Architecture and Urbanism, 1750-1910</td>
</tr>
<tr>
<td>ARHA246</td>
<td>American Architecture and Urbanism, 1770–1914</td>
</tr>
<tr>
<td>ARHA254</td>
<td>Architecture of the 20th Century</td>
</tr>
<tr>
<td><strong>Two additional courses from the following list:</strong></td>
<td>2</td>
</tr>
<tr>
<td>THEA185</td>
<td>Text &amp; Visual Imagination: Introduction to Eco Design for Performance</td>
</tr>
<tr>
<td>ARST233</td>
<td>Studies in Computer-based Modelling and Digital Fabrication</td>
</tr>
<tr>
<td>THEA305</td>
<td>Lighting Design for the Theater</td>
</tr>
<tr>
<td>THEA360/ DANC364</td>
<td>Media for Performance</td>
</tr>
<tr>
<td>THEA383</td>
<td>Introduction to Costume Design for Performance</td>
</tr>
<tr>
<td><strong>One additional credit from the following list, for a total of six credits:</strong></td>
<td>1</td>
</tr>
<tr>
<td>THEA434</td>
<td>Applied Scenography: From Idea to the Stage and</td>
</tr>
<tr>
<td>THEA435</td>
<td>Performance Practice in Design A or</td>
</tr>
<tr>
<td>THEA437</td>
<td>Performance Practice in Design B</td>
</tr>
</tbody>
</table>

**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.

**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 from the global systems section of the list, and at least two more must be 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 from the global systems section of the list, and at least two more must be 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.
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 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 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 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
The Molecular Biophysics Minor requires a total of seven credits:

- 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS207</td>
<td>Introduction to Biophysics (Introductory Course)</td>
<td>1</td>
</tr>
<tr>
<td>or CHEM309</td>
<td>Molecular and Cellular Biophysics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Laboratory Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBB/CHM395 Structural Biology Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journal Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBB307 &amp; MBB308 Molecular Biophysics Journal Club I and Molecular Biophysics Journal Club II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM423 &amp; CHEM424 Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate</td>
</tr>
<tr>
<td>or MBB423 &amp; MBB424 Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate</td>
</tr>
<tr>
<td>or PHYS423 &amp; PHYS424 Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Chemistry Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBB381 Physical Chemistry for the Life Sciences</td>
</tr>
<tr>
<td>or CHEM337 Physical Chemistry I: Quantum Mechanics and Spectroscopy and Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics</td>
</tr>
<tr>
<td>or PHYS316 Thermal and Statistical Physics and Waves and Oscillations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Elective Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one or two elective courses from the list below</td>
</tr>
</tbody>
</table>

Advanced Elective courses can be chosen from: BIOL265, BIOL266, BIOL310, CHEM321, CHEM342, CHEM382, CHEM383, CHEM386, CHEM387, CHEM396, CHEM519, MBB340, MB&B505, MBB520, MBB523, MBB535, 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 him 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB301</td>
<td>Advanced Arabic I</td>
<td></td>
</tr>
<tr>
<td>FREN305</td>
<td>Negotiating French Identity: Migration and Identity in Contemporary France</td>
<td></td>
</tr>
<tr>
<td>GOVT270</td>
<td>Comparative Politics of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST334</td>
<td>Social History of Islam in Africa</td>
<td></td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
<td></td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and/in/of the West</td>
<td></td>
</tr>
<tr>
<td>RELI250</td>
<td>Islamic Movements and Modernities</td>
<td></td>
</tr>
<tr>
<td>SPAN264</td>
<td>Orientalism: Spain and Africa</td>
<td></td>
</tr>
<tr>
<td>FGSS312</td>
<td>Women’s Political and Sexual Revolutions--MENA and South Asia</td>
<td></td>
</tr>
<tr>
<td>FREN305</td>
<td>Negotiating French Identity: Migration and Identity in Contemporary France</td>
<td></td>
</tr>
<tr>
<td>GOVT270</td>
<td>Comparative Politics of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST304</td>
<td>Middle East Intellectuals and Modernity</td>
<td></td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
<td></td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and/in/of the West</td>
<td></td>
</tr>
<tr>
<td>RELI250</td>
<td>Islamic Movements and Modernities</td>
<td></td>
</tr>
<tr>
<td>ARAB201</td>
<td>Intermediate Arabic I</td>
<td></td>
</tr>
<tr>
<td>ARAB202</td>
<td>Intermediate Arabic II</td>
<td></td>
</tr>
<tr>
<td>ARAB301</td>
<td>Advanced Arabic I</td>
<td></td>
</tr>
<tr>
<td>ARHA181F</td>
<td>Mughal India: Introduction to the Practice of Art History (FYS)</td>
<td></td>
</tr>
<tr>
<td>ARHA286</td>
<td>Empire and Erotica: Twenty-three Masterworks of Indian Painting</td>
<td></td>
</tr>
<tr>
<td>ARAB380</td>
<td>Arabic in Translation: Arabic-English &amp; vice versa (CLAC.50)</td>
<td></td>
</tr>
<tr>
<td>LANG160</td>
<td>Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)</td>
<td></td>
</tr>
<tr>
<td>MUSC111</td>
<td>Music and Theater of Indonesia</td>
<td></td>
</tr>
<tr>
<td>MUSC297</td>
<td>Music of Central Asia</td>
<td></td>
</tr>
<tr>
<td>ENGL254</td>
<td>India and the World: Fiction and Film About India and Globalization</td>
<td></td>
</tr>
<tr>
<td>ENGL358</td>
<td>Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11</td>
<td></td>
</tr>
<tr>
<td>HIUR101</td>
<td>Introduction to Hindi-Urdu Language and Culture I</td>
<td>1</td>
</tr>
<tr>
<td>HIUR102</td>
<td>Introduction to Hindi-Urdu Language and Culture II</td>
<td>1</td>
</tr>
<tr>
<td>HIUR201</td>
<td>Intermediate Hindi-Urdu Language and Culture I</td>
<td>1</td>
</tr>
<tr>
<td>HIUR202</td>
<td>Intermediate Hindi-Urdu Language and Culture II</td>
<td>1</td>
</tr>
<tr>
<td>CGST212</td>
<td>Language and Politics: Making and Unmaking of Nations</td>
<td>1</td>
</tr>
</tbody>
</table>

Historical Inquiry (hist)
### Middle East and North Africa (MENA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB201</td>
<td>Intermediate Arabic I</td>
</tr>
<tr>
<td>ARAB202</td>
<td>Intermediate Arabic II</td>
</tr>
<tr>
<td>ARAB301</td>
<td>Advanced Arabic I</td>
</tr>
<tr>
<td>ARAB380</td>
<td>Arabic in Translation: Arabic-English &amp; vice versa (CLAC.50)</td>
</tr>
<tr>
<td>FGSS312</td>
<td>Women’s Political and Sexual Revolutions--Middle East and South Asia</td>
</tr>
<tr>
<td>FREN305</td>
<td>Negotiating French Identity: Migration and Identity in Contemporary France</td>
</tr>
<tr>
<td>HIST104F</td>
<td>Islam and Empire Through Fiction (FYS)</td>
</tr>
<tr>
<td>HIST234</td>
<td>The Making of the Modern Middle East</td>
</tr>
<tr>
<td>HIST304</td>
<td>Middle East Intellectuals and Modernity</td>
</tr>
<tr>
<td>LANG160</td>
<td>Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)</td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and in/of the West</td>
</tr>
<tr>
<td>RELI250</td>
<td>Islamic Movements and Modernities</td>
</tr>
<tr>
<td>RELI291</td>
<td>From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness</td>
</tr>
<tr>
<td>RELI373</td>
<td>Religion, Science, and Empire: Crucible of a Globalized World</td>
</tr>
<tr>
<td>SPAN264</td>
<td>Orientalism: Spain and Africa</td>
</tr>
<tr>
<td>COL347</td>
<td>Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians</td>
</tr>
<tr>
<td>COL308</td>
<td>Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse</td>
</tr>
<tr>
<td>ENGL358</td>
<td>Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11</td>
</tr>
</tbody>
</table>

### South, East, and Southeast Asia (SESA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHA181F</td>
<td>Mughal India: Introduction to the Practice of Art History (FYS)</td>
</tr>
<tr>
<td>ARHA286</td>
<td>Empire and Erotica: Twenty-three Masterworks of Indian Painting</td>
</tr>
<tr>
<td>FGSS312</td>
<td>Women’s Political and Sexual Revolutions--Middle East and South Asia</td>
</tr>
<tr>
<td>HIST186</td>
<td>The Raj: India and Britain (Introduction to History)</td>
</tr>
<tr>
<td>HIST288</td>
<td>Delhi: The Past in the Present</td>
</tr>
<tr>
<td>MUSC297</td>
<td>Music of Central Asia</td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and in/of the West</td>
</tr>
<tr>
<td>RELI250</td>
<td>Islamic Movements and Modernities</td>
</tr>
<tr>
<td>RELI373</td>
<td>Religion, Science, and Empire: Crucible of a Globalized World</td>
</tr>
<tr>
<td>MUSC111</td>
<td>Music and Theater of Indonesia</td>
</tr>
<tr>
<td>ENGL254</td>
<td>India and the World: Fiction and Film About India and Globalization</td>
</tr>
</tbody>
</table>

### Sub-Saharan Africa (SSA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST334</td>
<td>Social History of Islam in Africa</td>
</tr>
</tbody>
</table>

### North America and Europe (NAE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST305</td>
<td>Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors</td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and in/of the West</td>
</tr>
<tr>
<td>RELI250</td>
<td>Islamic Movements and Modernities</td>
</tr>
<tr>
<td>SPAN264</td>
<td>Orientalism: Spain and Africa</td>
</tr>
<tr>
<td>COL308</td>
<td>Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse</td>
</tr>
<tr>
<td>ENGL358</td>
<td>Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11</td>
</tr>
</tbody>
</table>

### ADDITIONAL INFORMATION

**CONTACT**

Interested students should contact Typhaine Leservot at tleservot@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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introductory Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ASTR155</td>
<td>Introduction to Astrophysics</td>
<td>2</td>
</tr>
<tr>
<td>E&amp;ES101</td>
<td>Dynamic Earth (or an upper level (200+) E&amp;ES course)</td>
<td></td>
</tr>
<tr>
<td>or E&amp;ES115</td>
<td>Introduction to Planetary Geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Courses</strong></td>
<td>3</td>
</tr>
<tr>
<td>ASTR231</td>
<td>Stellar Structure and Evolution</td>
<td></td>
</tr>
<tr>
<td>ASTR224</td>
<td>Exoplanets: Formation, Detection, and Characterization</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES213</td>
<td>Mineralogy</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES214</td>
<td>and Laboratory Study of Minerals</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES215</td>
<td>Earth Materials</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES216</td>
<td>and Earth Materials Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES220</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES221</td>
<td>and Geomorphology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES223</td>
<td>Structural Geology</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES224</td>
<td>and Field Geology</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES234</td>
<td>Geobiology</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES235</td>
<td>and Geobiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES280</td>
<td>Introduction to GIS</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES281</td>
<td>and GIS Service-Learning Laboratory</td>
<td></td>
</tr>
<tr>
<td>or E&amp;ES380</td>
<td>Advanced GIS and Spatial Analyses</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES313</td>
<td>Petrogenesis of Igneous and Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES314</td>
<td>and Laboratory Study of Igneous and Metamorphic Rocks</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES319</td>
<td>Meteorites and Cosmochemistry</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES321</td>
<td>Planetary Evolution</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES375</td>
<td>Modeling the Earth and Environment</td>
<td></td>
</tr>
<tr>
<td>E&amp;ES385</td>
<td>Remote Sensing</td>
<td></td>
</tr>
<tr>
<td>&amp; E&amp;ES386</td>
<td>and Remote-Sensing Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Courses</strong></td>
<td>0.75</td>
</tr>
</tbody>
</table>

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.

**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 (jquijada@wesleyan.edu) of their interest.

**MINOR REQUIREMENTS**

Students wishing to complete the minor must take five courses, arranged as follows:

- RELI151

- 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 RELI398, though this is not required. Student’s must take RELI151 prior to RELI398.
• 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. (jquijada@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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS224</td>
<td>Performing Russian Culture: From Peter the Great to the Russian Revolution</td>
<td>1</td>
</tr>
<tr>
<td>RUSS233</td>
<td>Introduction to Russian and Soviet Cinema</td>
<td>1</td>
</tr>
<tr>
<td>RUSS235</td>
<td>Queer Russia</td>
<td>1</td>
</tr>
<tr>
<td>RUSS240</td>
<td>Reading Stories: Great Short Works from Gogol to Petrushkevskaya (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>RUSS251</td>
<td>Dostoevsky</td>
<td>1</td>
</tr>
<tr>
<td>RUSS254</td>
<td>Nobel Laureates: The Politics of Literature</td>
<td>1</td>
</tr>
<tr>
<td>RUSS252</td>
<td>Tolstoy</td>
<td>1</td>
</tr>
<tr>
<td>RUSS255</td>
<td>Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe</td>
<td>1</td>
</tr>
<tr>
<td>RUSS256</td>
<td>The Soviet Century</td>
<td>1</td>
</tr>
<tr>
<td>RUSS263</td>
<td>Nabokov and Cultural Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>RUSS267</td>
<td>Parody: Humor, Artistic Evolution, and Restoration of the Sacred</td>
<td>1</td>
</tr>
<tr>
<td>RUSS277</td>
<td>Gogol and His Legacy: Witches, Con Men, and Runaway Noses</td>
<td>1</td>
</tr>
<tr>
<td>RUSS321</td>
<td>Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde</td>
<td>1</td>
</tr>
<tr>
<td>RUSS260</td>
<td>Dostoevsky’s BRAT’IA KARAMAZOY</td>
<td>1</td>
</tr>
<tr>
<td>RUSS284</td>
<td>Pushkin</td>
<td>1</td>
</tr>
<tr>
<td>RUSS101</td>
<td>Elementary Russian I</td>
<td>1.5</td>
</tr>
<tr>
<td>RUSS102</td>
<td>Elementary Russian II</td>
<td>1.5</td>
</tr>
<tr>
<td>RUSS201</td>
<td>Intermediate Russian I</td>
<td>1</td>
</tr>
<tr>
<td>RUSS202</td>
<td>Intermediate Russian II</td>
<td>1</td>
</tr>
<tr>
<td>RUSS301</td>
<td>Third-Year Russian I</td>
<td>1</td>
</tr>
<tr>
<td>RUSS302</td>
<td>Third-Year Russian II</td>
<td>1</td>
</tr>
</tbody>
</table>

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.
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. 233)
- Certificate in Social, Cultural, and Critical Theory (p. 234)
- Certificate in Writing (p. 234)

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. Before admitted to the program students are asked to submit a tentative plan of study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following basic knowledge courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS/QAC221</td>
<td>Modeling and Data Analysis: From Molecules to Markets</td>
<td></td>
</tr>
<tr>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach</td>
<td></td>
</tr>
<tr>
<td>QAC201</td>
<td>Applied Data Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC211</td>
<td>Digging the Digital Era: A Data Science Primer</td>
<td></td>
</tr>
<tr>
<td>QAC250</td>
<td>An Introduction to Data Journalism</td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following mathematical, statistical and computing foundation courses, each from a different group:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mathematical Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH221</td>
<td>Vectors and Matrices</td>
<td></td>
</tr>
<tr>
<td>MATH223</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH228</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH274</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td>Statistical Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON300</td>
<td>Quantitative Methods in Economics</td>
<td></td>
</tr>
<tr>
<td>MATH231</td>
<td>An Introduction to Probability</td>
<td></td>
</tr>
<tr>
<td>MATH232</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>Computing Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL265</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
<tr>
<td>COMP112</td>
<td>Introduction to Programming</td>
<td></td>
</tr>
<tr>
<td>COMP115</td>
<td>How to Design Programs</td>
<td></td>
</tr>
<tr>
<td>COMP211</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>COMP212</td>
<td>Computer Science II</td>
<td></td>
</tr>
<tr>
<td>Select two of the following applied data science courses:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>QAC305</td>
<td>Exploratory Data Analysis and Pattern Discovery</td>
<td></td>
</tr>
<tr>
<td>QAC385</td>
<td>Applications of Machine Learning in Data Analysis</td>
<td></td>
</tr>
<tr>
<td>QAC386</td>
<td>Quantitative Textual Analysis: Introduction to Text Mining</td>
<td></td>
</tr>
</tbody>
</table>

Select two credits from the following applied electives: 2

- E&E380 Introduction to GIS
- E&E380/ 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 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)
- QAC320 Applied Time Series Analysis
- QAC323 Bayesian Data Analysis: A Primer (0.5 credits)
- QAC356 Advanced R: Building Open-Source Tools for Data Science

can count QAC 380 or 381, not both

- QAC380 Introduction to Statistical Consulting
- QAC381 QAC Praxis Service Learning Lab

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.

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 excused 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.

• One course 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.

• Only graded courses can satisfy the requirements for the data analysis minor and the applied data science certificate. Courses completed with a CR/U grading mode will not satisfy the requirements of the two programs.

• 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) 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 Ren Ellis Neyra (rellisneyra@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.
• Animal Studies Cluster (p. 236)
• Asian American Studies Cluster (p. 236)
• Christianity Studies Cluster (p. 237)
• Disability Studies Cluster (p. 237)
• Health Studies Cluster (p. 238)
• Queer Studies Cluster (p. 240)
• Service-Learning Cluster (p. 240)
• Sustainability and Environmental Justice (p. 241)
• Urban Studies Cluster (p. 242)

ANIMAL STUDIES CLUSTER

CO-COORDINATORS
• LORI GRUEN [HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/LGRUEN/PROFILE.HTML]
• KARI WEIL [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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST174</td>
<td>Popular Culture and Social Justice: An Introduction to American Studies</td>
<td></td>
</tr>
<tr>
<td>AMST203</td>
<td>Biopolitics, Animality, and Posthumanism: Junior Colloquium</td>
<td></td>
</tr>
<tr>
<td>ANTH312</td>
<td>Eat, Grow, Save: The Anthropology of Food and Justice</td>
<td></td>
</tr>
<tr>
<td>BIO140</td>
<td>Classic Studies in Animal Behavior</td>
<td></td>
</tr>
<tr>
<td>COL238</td>
<td>Animal Theories/Human Fictions</td>
<td></td>
</tr>
<tr>
<td>ENV5314</td>
<td>Environmentalism in a Global Age</td>
<td></td>
</tr>
<tr>
<td>FGSS235</td>
<td>Economies of Death, Geographies of Care</td>
<td></td>
</tr>
<tr>
<td>FGSS330</td>
<td>Race, Science, Gender, and Species</td>
<td></td>
</tr>
<tr>
<td>MUSC287</td>
<td>Course MUSC287 Not Found</td>
<td></td>
</tr>
<tr>
<td>PHIL215</td>
<td>Humans, Animals, and Nature</td>
<td></td>
</tr>
<tr>
<td>PHIL283</td>
<td>Animal Law and Policy</td>
<td></td>
</tr>
<tr>
<td>PHIL357</td>
<td>Animal Minds</td>
<td></td>
</tr>
<tr>
<td>PSYC104</td>
<td>Course PSYC104 Not Found</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST273</td>
<td>Diasporic South Asian Writing and American Studies</td>
<td>1</td>
</tr>
<tr>
<td>AMST291</td>
<td>Afro-Asian Intersections in the Americas</td>
<td>1</td>
</tr>
<tr>
<td>CEAS218</td>
<td>&quot;Other Chinas&quot;: Literature from Taiwan, Hong Kong, and Sinophone Southeast Asia</td>
<td></td>
</tr>
<tr>
<td>CEAS355</td>
<td>Between Asia and Asian America</td>
<td>1</td>
</tr>
<tr>
<td>ENGL165F</td>
<td>Querying the Nation: American Literature and Ethnic Studies (FYS)</td>
<td>1</td>
</tr>
<tr>
<td>ENGL230</td>
<td>Introduction to American Literature</td>
<td>1</td>
</tr>
<tr>
<td>ENGL244</td>
<td>Kill Anything That Moves: The Vietnam War in Literature and Film</td>
<td>1</td>
</tr>
<tr>
<td>ENGL361</td>
<td>After Orientalism: Asian American Literature and Theory After 2000</td>
<td>1</td>
</tr>
<tr>
<td>RELI221</td>
<td>Islam and Muslim Cultures</td>
<td>1</td>
</tr>
<tr>
<td>RELI230</td>
<td>Cinematic Encounters: Muslims and/in/of the West</td>
<td>1</td>
</tr>
<tr>
<td>SISP342</td>
<td>Queer Robotics: Cyborgs in Science Fiction &amp; Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>SOC309</td>
<td>America’s Lure: The Politics of the Transnational US University</td>
<td>1</td>
</tr>
<tr>
<td>SPAN285</td>
<td>Asian Latino Encounters</td>
<td>1</td>
</tr>
</tbody>
</table>
CHRISTIANITY STUDIES CLUSTER

CO-COORDINATORS
- R (http://www.wesleyan.edu/academics/faculty/lgreuen/profile.html)
-ick Elphick (http://www.wesleyan.edu/academics/faculty/relphick/profile.html)
- Steven Horst (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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM361</td>
<td>The Psychology of Prejudice and Discrimination</td>
<td>1</td>
</tr>
<tr>
<td>ARHA151</td>
<td>European Architecture to 1750</td>
<td>1</td>
</tr>
<tr>
<td>ENGL207</td>
<td>Chaucer and His World</td>
<td>1</td>
</tr>
<tr>
<td>GOVT337</td>
<td>Virtue and Glory: Classical Political Theory</td>
<td>1</td>
</tr>
<tr>
<td>GOVT344</td>
<td>Course GOVT344 Not Found</td>
<td></td>
</tr>
<tr>
<td>GOVT379</td>
<td>Access to Civil Justice</td>
<td>1</td>
</tr>
<tr>
<td>HIST201</td>
<td>Medieval Europe</td>
<td>1</td>
</tr>
<tr>
<td>HIST202</td>
<td>Early Modern Europe</td>
<td>1</td>
</tr>
<tr>
<td>HIST311</td>
<td>Ethnicity and Religion in the Middle East and the Balkans</td>
<td>1</td>
</tr>
<tr>
<td>MUSC274</td>
<td>Hymnody in the United States Before the Civil War</td>
<td>1</td>
</tr>
<tr>
<td>MUSC448</td>
<td>Ebony Singers: Gospel Music</td>
<td>0.5</td>
</tr>
<tr>
<td>RELI201</td>
<td>Introduction to the Hebrew Bible (Old Testament)</td>
<td>1</td>
</tr>
<tr>
<td>RELI212</td>
<td>Introduction to the New Testament</td>
<td>1</td>
</tr>
<tr>
<td>RELI220</td>
<td>Modern Christian Thought</td>
<td>1</td>
</tr>
<tr>
<td>RELI240</td>
<td>Religion in the Roman Empire</td>
<td>1</td>
</tr>
<tr>
<td>RELI291</td>
<td>From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness</td>
<td>1</td>
</tr>
<tr>
<td>RELI391</td>
<td>Religion and the Social Construction of Race</td>
<td>1</td>
</tr>
<tr>
<td>RELI393</td>
<td>&quot;If there is no God, then everything is permitted?&quot; Moral Life in a Secular World</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST174</td>
<td>Popular Culture and Social Justice: An Introduction to American Studies</td>
<td>1</td>
</tr>
<tr>
<td>AMST201</td>
<td>Critical Queer Studies: Junior Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>AMST203</td>
<td>Biopolitics, Animality, and Posthumanism: Junior Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>AMST208</td>
<td>Visual Culture Studies and Violence: Junior Colloquium</td>
<td>1</td>
</tr>
</tbody>
</table>
Health Studies Cluster

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

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)

HEALTH STUDIES CLUSTER

CO-COORDINATORS
- Peggy Carey Best (http://www.wesleyan.edu/academics/faculty/pcb/offic.html)
- Ishita Mukerji (http://www.wesleyan.edu/academics/faculty/imukerji/offic.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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL173</td>
<td>Global Change and Infectious Disease</td>
<td></td>
</tr>
<tr>
<td>BIOL181</td>
<td>Principles of Biology I: Cell Biology and Molecular Basis of Heredity</td>
<td></td>
</tr>
<tr>
<td>BIOL182</td>
<td>Principles of Biology II</td>
<td></td>
</tr>
<tr>
<td>BIOL191</td>
<td>Principles of Biology I–Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL192</td>
<td>Principles of Biology II–Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL210</td>
<td>Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project</td>
<td></td>
</tr>
<tr>
<td>BIOL239</td>
<td>Functional Anatomy of the Human Brain</td>
<td></td>
</tr>
<tr>
<td>BIOL265</td>
<td>Bioinformatics Programming</td>
<td></td>
</tr>
<tr>
<td>BIOL318</td>
<td>Nature and Nurture: The Interplay of Genes and Environment</td>
<td></td>
</tr>
<tr>
<td>BIOL325</td>
<td>Stem Cells: Basic Biology to Clinical Application</td>
<td></td>
</tr>
<tr>
<td>BIOL353</td>
<td>Neurobiology of Neurological Disorders</td>
<td></td>
</tr>
<tr>
<td>MB&amp;B119</td>
<td>Biology and Chemistry in the Modern World: A Survey of Drugs and Disease</td>
<td></td>
</tr>
<tr>
<td>MB&amp;B228</td>
<td>Introductory Medical Biochemistry</td>
<td></td>
</tr>
<tr>
<td>MB&amp;B231</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B213</td>
<td>Behavioral Neurobiology</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B227</td>
<td>Motivation and Reward</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B228</td>
<td>Clinical Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B316</td>
<td>Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B329</td>
<td>Neural Costs of War</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B356</td>
<td>Neurodevelopment Disorders</td>
<td></td>
</tr>
<tr>
<td>MATH117</td>
<td>Introductory Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH118</td>
<td>Introductory Calculus II: Integration and Its Applications</td>
<td></td>
</tr>
<tr>
<td>MATH119</td>
<td>Elements of Calculus, Part I</td>
<td></td>
</tr>
<tr>
<td>MATH120</td>
<td>Elements of Calculus, Part II</td>
<td></td>
</tr>
<tr>
<td>MATH121</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH122</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH132</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH232</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B280</td>
<td>Applied Data Analysis</td>
<td></td>
</tr>
<tr>
<td>NS&amp;B392</td>
<td>Behavioral Methods in Affective Neuroscience</td>
<td></td>
</tr>
<tr>
<td>PSYC200</td>
<td>Statistics: An Activity-Based Approach</td>
<td></td>
</tr>
<tr>
<td>PSYC245</td>
<td>Psychological Measurement</td>
<td></td>
</tr>
<tr>
<td>PSYC222</td>
<td>Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td>PSYC225</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>PSYC259</td>
<td>Discovering the Person</td>
<td></td>
</tr>
<tr>
<td>PSYC325</td>
<td>Healthy Places: Practice, Policy, and Population Health</td>
<td></td>
</tr>
<tr>
<td>PSYC350</td>
<td>Course PSYC350 Not Found</td>
<td></td>
</tr>
<tr>
<td>PSYC399</td>
<td>Advanced Research in Gambling, Drugs, and Junk Food</td>
<td></td>
</tr>
<tr>
<td>AMST256</td>
<td>Race and Medicine in America</td>
<td></td>
</tr>
<tr>
<td>ANTH211</td>
<td>Course ANTH211 Not Found</td>
<td></td>
</tr>
<tr>
<td>ANTH349</td>
<td>Course ANTH349 Not Found</td>
<td></td>
</tr>
<tr>
<td>ECON308</td>
<td>Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>ENGL132</td>
<td>Writing Medicine and the Doctor-Writer</td>
<td></td>
</tr>
<tr>
<td>GOVT271</td>
<td>Political Economy of Developing Countries</td>
<td></td>
</tr>
<tr>
<td>HIST222</td>
<td>Disease and Epidemics in Historical Perspective</td>
<td></td>
</tr>
<tr>
<td>HIST393</td>
<td>Materia Medica: Drugs and Medicines in America</td>
<td></td>
</tr>
<tr>
<td>PHIL215</td>
<td>Humans, Animals, and Nature</td>
<td></td>
</tr>
<tr>
<td>SISP205</td>
<td>Sciences as Social and Cultural Practices</td>
<td></td>
</tr>
<tr>
<td>SISP215</td>
<td>Metabolism and Technoscience</td>
<td></td>
</tr>
<tr>
<td>SISP230</td>
<td>Anti-Psychiatry</td>
<td></td>
</tr>
<tr>
<td>SISP262</td>
<td>Cultural Studies of Health</td>
<td></td>
</tr>
<tr>
<td>SISP315</td>
<td>The Health of Communities</td>
<td></td>
</tr>
<tr>
<td>SISP320</td>
<td>Life and Death: Relations of Biopower and Necropower</td>
<td></td>
</tr>
<tr>
<td>SISP321</td>
<td>BioFeminisms: Science, Matter, and Agency</td>
<td></td>
</tr>
<tr>
<td>SOCE399</td>
<td>Advanced Research Seminar: Food and Society (no longer active)</td>
<td></td>
</tr>
<tr>
<td>ENVS260</td>
<td>Global Change and Infectious Disease</td>
<td></td>
</tr>
<tr>
<td>ENVS361</td>
<td>Living in a Polluted World</td>
<td></td>
</tr>
<tr>
<td>HIST135</td>
<td>American Food</td>
<td></td>
</tr>
<tr>
<td>CHEM141</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM152</td>
<td>Introductory Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM251</td>
<td>Principles of Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM252</td>
<td>Principles of Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM257</td>
<td>Intermediate Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM258</td>
<td>Organic Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM309</td>
<td>Molecular and Cellular Biophysics</td>
<td></td>
</tr>
<tr>
<td>CHEM321</td>
<td>Biomedical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM325</td>
<td>Introduction to Biomolecular Structure</td>
<td></td>
</tr>
<tr>
<td>CHEM381</td>
<td>Physical Chemistry for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>CHEM383</td>
<td>Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM387</td>
<td>Enzyme Mechanisms</td>
<td></td>
</tr>
</tbody>
</table>
Queer Studies Cluster

COORDINATOR
- MARGOT WEISS (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/MDWEISSPROFILE.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/aces_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@wesleyan.edu).

Courses Associated with the Cluster

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS111</td>
<td>Introductory Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS112</td>
<td>Introductory Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS113</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS116</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS121</td>
<td>Introductory Physics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>PHYS122</td>
<td>Introductory Physics Laboratory II</td>
<td></td>
</tr>
<tr>
<td>PHYS123</td>
<td>General Physics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>PHYS124</td>
<td>General Physics Laboratory II</td>
<td></td>
</tr>
<tr>
<td>ENGL328</td>
<td>Black, White, and Queer Forms and Feelings</td>
<td></td>
</tr>
<tr>
<td>ENGL349</td>
<td>Historicizing Early Modern Sexualities</td>
<td></td>
</tr>
<tr>
<td>ENGL378</td>
<td>Queer Times: Poetics, Activisms, Temporalities</td>
<td></td>
</tr>
<tr>
<td>FGSS200</td>
<td>Sex/Gender in Critical Perspective (FGSS Gateway)</td>
<td></td>
</tr>
<tr>
<td>FGSS209</td>
<td>Feminist Theories</td>
<td></td>
</tr>
<tr>
<td>FGSS210</td>
<td>Ethics of Embodiment (FGSS Gateway)</td>
<td></td>
</tr>
<tr>
<td>FGSS321</td>
<td>BioFeminisms: Science, Matter, and Agency</td>
<td></td>
</tr>
<tr>
<td>FGSS329</td>
<td>Waiting: Bodies, Time, Necropolitics</td>
<td></td>
</tr>
<tr>
<td>MUSC294</td>
<td>Queer Opera</td>
<td></td>
</tr>
<tr>
<td>RELI379</td>
<td>Christianity and Sexuality</td>
<td></td>
</tr>
<tr>
<td>SOC244</td>
<td>Feminist and Queer Theories of Social Reproduction</td>
<td></td>
</tr>
<tr>
<td>SOC293</td>
<td>Pleasure and Power: The Sociology of Sexuality</td>
<td></td>
</tr>
<tr>
<td>SOC299</td>
<td>The Future Perfect</td>
<td></td>
</tr>
<tr>
<td>THEA267</td>
<td>Revolution Girl-Style Now: Queer and Feminist Performance Strategies</td>
<td></td>
</tr>
<tr>
<td>THEA364</td>
<td>Friendship and Collaboration: In Theory, In Practice</td>
<td></td>
</tr>
</tbody>
</table>

Service-Learning Cluster

COORDINATOR
- PEGGY CAREY BEST (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/PCBESTPROFILE.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) (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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM307</td>
<td>Black Middletown Lives: The Future of Middletown’s African American Past</td>
<td>1</td>
</tr>
<tr>
<td>ASTR430</td>
<td>Seminar on Astronomical Pedagogy</td>
<td>0.25</td>
</tr>
<tr>
<td>CHEM241</td>
<td>Informal Science Education for Elementary School Students I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM242</td>
<td>Informal Science Education for Elementary School Students II</td>
<td>1</td>
</tr>
<tr>
<td>CSPL210</td>
<td>Money and Social Change: Innovative Paradigms and Strategies</td>
<td>1</td>
</tr>
</tbody>
</table>

Hours
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), 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/) 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) (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.

### Courses & Projects (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 20th 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.

### Sustainability and Environmental Justice

In 2019, Wesleyan launched a new course cluster in sustainability & environmental justice (https://iasext.wesleyan.edu/regprod/lwesmaps_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.

**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.


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


The course list includes*:
(All courses listed by originating department/program, and with the approval of the instructors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST174</td>
<td>Popular Culture and Social Justice: An Introduction to American Studies</td>
<td>1</td>
</tr>
<tr>
<td>ANTH305</td>
<td>Course ANTH305 Not Found</td>
<td>1</td>
</tr>
<tr>
<td>ANTH312</td>
<td>Eat, Grow, Save: The Anthropology of Food and Justice</td>
<td>1</td>
</tr>
<tr>
<td>ARHA352</td>
<td>Energy and Modern Architecture, 1850-2020</td>
<td>1</td>
</tr>
<tr>
<td>BIOL173</td>
<td>Global Change and Infectious Disease</td>
<td>1</td>
</tr>
<tr>
<td>BIOL215</td>
<td>Evolution in Human-Altered Environments</td>
<td>1</td>
</tr>
<tr>
<td>E&amp;ES250</td>
<td>Environmental Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>GOVT322</td>
<td>Global Environmental Politics</td>
<td>1</td>
</tr>
<tr>
<td>GOVT392</td>
<td>Theorizing the City</td>
<td>1</td>
</tr>
<tr>
<td>LAST240</td>
<td>From the Banjo to Dembow: Afro-Caribbean</td>
<td>1</td>
</tr>
<tr>
<td>PHIL270</td>
<td>Environmental Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHIL353</td>
<td>Blackness in the Anthropocene</td>
<td>1</td>
</tr>
<tr>
<td>PSYC325</td>
<td>Healthy Places: Practice, Policy, and Population</td>
<td>1</td>
</tr>
<tr>
<td>PSYC361</td>
<td>The Psychology of Prejudice and Discrimination</td>
<td>1</td>
</tr>
<tr>
<td>SISP215</td>
<td>Metabolism and Technoscience</td>
<td>1</td>
</tr>
<tr>
<td>SISP262</td>
<td>Cultural Studies of Health</td>
<td>1</td>
</tr>
<tr>
<td>SOC315</td>
<td>The Health of Communities</td>
<td>1.25</td>
</tr>
</tbody>
</table>

*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)
- DANIELLE GANDOLFO (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

Courses with primary focus on urban studies-related topics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM252</td>
<td>Course AFAM252 Not Found</td>
<td></td>
</tr>
<tr>
<td>ANTH249</td>
<td>From Metropolis to Megalopolis</td>
<td></td>
</tr>
<tr>
<td>ARHA151</td>
<td>European Architecture to 1750</td>
<td></td>
</tr>
<tr>
<td>ANTH230</td>
<td>Anthropology of Cities</td>
<td></td>
</tr>
<tr>
<td>ARHA244</td>
<td>European Architecture and Urbanism, 1750-1910</td>
<td></td>
</tr>
<tr>
<td>ARHA246</td>
<td>American Architecture and Urbanism, 1770–1914</td>
<td></td>
</tr>
<tr>
<td>ARHA254</td>
<td>Architecture of the 20th Century</td>
<td></td>
</tr>
<tr>
<td>ARHA258</td>
<td>Contemporary World Architecture</td>
<td></td>
</tr>
<tr>
<td>CCIV234</td>
<td>Course CCIV234 Not Found</td>
<td></td>
</tr>
<tr>
<td>CHUM304</td>
<td>Course CHUM304 Not Found</td>
<td></td>
</tr>
<tr>
<td>COL270</td>
<td>Modernist City-Texts</td>
<td></td>
</tr>
<tr>
<td>ECON316</td>
<td>Urban Economics</td>
<td></td>
</tr>
<tr>
<td>FGSS329</td>
<td>Waiting: Bodies, Time, Necropolitics</td>
<td></td>
</tr>
<tr>
<td>GOVT392</td>
<td>Theorizing the City</td>
<td></td>
</tr>
<tr>
<td>HIST117</td>
<td>Chinese Cities</td>
<td></td>
</tr>
<tr>
<td>RELI272</td>
<td>Ethics After the Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIST399</td>
<td>History and Geography</td>
<td></td>
</tr>
</tbody>
</table>

Courses with secondary focus on urban studies-related topics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL204</td>
<td>American Literature, 1865-1945: The Americanization of Power</td>
<td></td>
</tr>
<tr>
<td>GOVT369</td>
<td>Political Psychology</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>HIST207</td>
<td>Japan Since 1868: Society and Culture in Modern Japanese History</td>
<td></td>
</tr>
<tr>
<td>HIST246</td>
<td>France at War, 1934–1944</td>
<td></td>
</tr>
<tr>
<td>HIST303</td>
<td>Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse</td>
<td></td>
</tr>
</tbody>
</table>

**HA Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHA151</td>
<td>European Architecture to 1750</td>
</tr>
<tr>
<td>ARHA244</td>
<td>European Architecture and Urbanism, 1750-1910</td>
</tr>
<tr>
<td>ARHA246</td>
<td>American Architecture and Urbanism, 1770–1914</td>
</tr>
<tr>
<td>ARHA254</td>
<td>Architecture of the 20th Century</td>
</tr>
<tr>
<td>ARHA258</td>
<td>Contemporary World Architecture</td>
</tr>
<tr>
<td>CCIV234</td>
<td>Course CCIV234 Not Found</td>
</tr>
<tr>
<td>FGSS329</td>
<td>Waiting: Bodies, Time, Necropolitics</td>
</tr>
</tbody>
</table>

**SBS Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH230</td>
<td>Anthropology of Cities</td>
</tr>
<tr>
<td>ANTH249</td>
<td>From Metropolis to Megalopolis</td>
</tr>
<tr>
<td>ECON316</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>GOVT369</td>
<td>Political Psychology</td>
</tr>
<tr>
<td>GOVT392</td>
<td>Theorizing the City</td>
</tr>
<tr>
<td>HIST207</td>
<td>Japan Since 1868: Society and Culture in Modern Japanese History</td>
</tr>
<tr>
<td>HIST117</td>
<td>Chinese Cities</td>
</tr>
<tr>
<td>HIST246</td>
<td>France at War, 1934–1944</td>
</tr>
<tr>
<td>HIST303</td>
<td>Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

A
- African American Studies (AFAM) (p. 245)
- American Studies (AMST) (p. 263)
- Anthropology (ANTH) (p. 286)
- Arabic (ARAB) (p. 298)
- Archaeology (ARCP) (p. 299)
- Art History (ARHA) (p. 304)
- Art Studio (ARST) (p. 316)
- Astronomy (ASTR) (p. 323)

B
- Biology (BIOL) (p. 327)

C
- Center for Global Studies (CGST) (p. 344)
- Center for Jewish Studies (CJST) (p. 353)
- Center for the Humanities (CHUM) (p. 357)
- Center for the Study of Public Life (CSPL) (p. 367)
- Chemistry (CHEM) (p. 382)
- Chinese (CHIN) (p. 392)
- Classical Civilization (CCIV) (p. 394)
- College of East Asian Studies (CEAS) (p. 394)
- College of Integrative Sciences (CIS) (p. 413)
- College of Letters (COL) (p. 419)
- College of Social Studies (CSS) (p. 443)
- Computer Science (COMP) (p. 445)

D
- Dance (DANC) (p. 451)

E
- Earth and Environmental Sciences (E&ES) (p. 460)
- Economics (ECON) (p. 472)
- Education Studies (EDST) (p. 482)
- English (ENGL) (p. 488)
- Environmental Studies (ENVS) (p. 521)

F
- Feminist, Gender, and Sexuality Studies (FGSS) (p. 539)
- Film Studies (FILM) (p. 558)
- French Language and Literature (FREN) (p. 570)

G
- German Literature in Translation (GELT) (p. 577)
- German Studies (GRST) (p. 578)
- Government (GOVT) (p. 588)
- Greek (GRK) (p. 604)

H
- Hebrew (HEBR) (p. 606)
- Hindi-Urdu Language (HIUR) (p. 607)
- History (HIST) (p. 609)

I
- Italian (ITAL) (p. 640)

J
- Japanese (JAPN) (p. 647)

K
- Korean (KREA) (p. 649)

L
- Latin (LAT) (p. 650)
- Latin American Studies (LAST) (p. 653)
- Less Commonly Taught Languages (LANG) (p. 663)

M
- Mathematics (MATH) (p. 666)
- Medieval Studies (MDST) (p. 672)
- Molecular Biology and Biochemistry (MB&B) (p. 682)
- Music (MUSC) (p. 696)
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, 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

AFAM122F Race and Identity in 21st Century Literature (FYS)  
This course will center on race and identity in contemporary American literature by focusing on novels written by Jhumpa Lahiri, Colson Whitehead, Junot Díaz, Tommy Orange and Ocean Vuong as well as plays by Lynn Nottage, Quiara Alegría Hudes, Ayad Akhtar and Jackie Sibbels Drury. Extra readings will include poems and short stories. We will consider the portrayals of race, identity, 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: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-AMST  
Identical With: AMST122F  
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-ENG  
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 (FYS)  
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-ENG  
Identical With: ENGL176F, THEA175F  
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 Weissel, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American 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
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

**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: SBS-HIST
Identical With: HIST212
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: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST217
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

**AFAM223 20th-Century Franco-Caribbean Literature and the Search for Identity**

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisiana.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL225, AMST226, FREN225, LAST220
Prereq: None

**AFAM224 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 literature 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 genre 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

AFAM228Z Thinking with Octavia Butler’s "Wild Seed"
Black speculative fiction writer Octavia Butler’s novel “Wild Seed” (1980) begins on the African continent in the 17th century amid the rise of transatlantic slavery and concludes on a plantation in Louisiana on the eve of the 19th-century American Civil War. “Wild Seed” was the last published book in Butler’s Patterntist series, but it relates the earliest segment of that epic story, which follows a shape-shifter named Anyanwu and a body-jumper named Doro across geographies, centuries, classes, corporealities, genders, races, and even, in Anyanwu’s case, across species. To quote one student: “It’s the weirdest novel I’ve ever read.” This seminar takes up the myriad and interwoven provocations Butler offers in “Wild Seed” by reading her novel alongside a wide range of scholarly literature in the fields of African and African diaspora studies, Indigenous studies, gender & sexuality studies, animal studies, history, disability studies, religious studies, and cultural studies, as well as visual arts. Rather than “apply” the syllabus texts directly to Butler’s novel, we will attend to how her novel not only reflects—indeed, anticipates—such scholarly and artistic production, but also produces its own aesthetics and epistemologies.

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler’s work. As such, the syllabus texts are subject to change. Students will be expected to read “Wild Seed” in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar’s asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler’s novel and vice versa and to comment on one another’s analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: FGSS229Z, AMST277Z
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 our work 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, Ottolien Asinning, 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, indented 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, CHUM233
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. What strategic, 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. In addition, we will discuss the recent and ongoing social activism in the U.S. focusing on police violence, Black Lives Matter, voting rights, and the aftermath of the U.S. elections. We will allow time to discuss events that may occur in real time over the course of the semester. 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? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait 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).
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: FGS5242, HIST258
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

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—including 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: FGS5264
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 heteropatriarchy. 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

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: CSP1257, ENV208
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

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.

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 study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and "styles."

For the bulk of the semester, we will focus on a series of case studies drawn from the 15th to 20th centuries, a period of intense European contact and conquest in Africa, Asia, the Caribbean, and the Americas. Topics will include: representations of Africans in Renaissance Germany; African depictions of the Portuguese circa 1492; the appearance of parrots, kraak (Chinese) porcelain, and other goods from "exotic" locales in 17th-century Dutch still lifes; the taxonomies of racial difference in Spanish casta paintings; debates about sculptural polychromy and the "whiteness" of marble; the relationship between expansionism, empire, and the genre of landscape; "primitivism" and European artists' "discovery" of African artistic forms; the critical interest in "racial art" in the interwar U.S.; and contemporary conversations about museums and restitution, among others.

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach will enable us to draw connections about art's role in processes of primitive accumulation, dispossession, and racial capitalism.
AFAM264 "Before the 'Body,' there is the 'Flesh': Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL261
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 revivalsists; 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-MUSC
Identical With: MUSC272, AMST283
Prereq: None
AFAM273 BlaQueer Sounds: Queer Negotiations in African American Music
The term "BlaQueer," first coined by Tabais Wilson, is an invention of the intersectionality era, an acknowledgment of the unique and multifaceted experiences/identities formed at the nexus of racial, gendered, and sexual marginalization. In creating the portmanteau BlaQueer, Wilson underscores that, for people who are both Black and queer, these identities are inseparable, immutable, and irreducible. While the term BlaQueer, and by extension the concept it represents, is fairly new, there are long histories of Black queer people navigating and negotiating identity, revolutionizing and contributing to discourses on race, class, and gender. This course offers an exploration of the BlaQueer expressions, movements, and (most importantly) people that transformed American culture through music. While this course follows a historical arc, the primary aim of this course is to engage BlaQueer musical lineages through a critical interdisciplinary academic lens; accordingly, this course incorporates gender/women's studies, African American studies, performance studies, queer studies, and musicology.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL289
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 sentimentalism.
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 imagery 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: ENGL273, THEA273
Prereq: None

AFAM277 Defining Black Repair
Black Reparations is a concept that refers to claims for reparations made by African descendants in the United States as defined in Boris Bittker's (1973) "The Case for Black Reparations." However, the term is not exclusive to the experiences of slavery and other forms of racial violence in the U.S. As demonstrated by reparation activists of the African diaspora, the concept unifies the experiences of all African descendants.
In this seminar students will explore both national and regional movements for reparations, primarily in the context of the Caribbean and the U.S. Students will compare the formation of reparatory struggles in both geographies, from post-emancipation to the present, which is instrumental to understanding the concept of Black Reparations. What constitutes Black Reparations? What are the frictions and connections between reparative struggles in the Caribbean and the U.S.? These are the questions that students will be asked to consider throughout the course. Building on scholarship on Black Reparations and reparation policies, students will be asked to design their own proposals for how Middlesex County could implement practices of Black repair.
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: OPT
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-AMAF
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 (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) 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 Father Divine, the Nation of Islam, 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-PHI
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 fugitiveness.

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 literature 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

AFAM288Z "Writing Should Do Something": The Essays of James Baldwin
Baldwin’s essays, both deeply personal and political, speak of a divided self in a divided country. As a Black man, he saw himself as a problem for America; as a gay man, he was a problem for many; and as a self-described “maverick,” he resisted any identification other than “writer.” He wrote frankly of hating, and being hated, while insisting that without love and compassion, even for those who hated him, a decent life was unattainable. In this course, we will consider Baldwin as one of the greatest essayists of his century, a social critic who believed that “writing should do something,” in the words of a letter he wrote to his brother.

Baldwin began publishing to acclaim in the 1950s; he was a celebrated public figure in the fight for racial equality in the 1960s. By the mid-1970s, however, his complicated relationship both with white liberals and leaders of the Black Power movement diminished his political stature. With the Obama presidency and the emergence of the Black Lives Matter movement, his work experienced a renaissance: almost 30 years after Baldwin’s death, Ta-Nehisi Coates acknowledged “The Fire Next Time,” published in 1962, as the inspiration for “Between the World and Me.”

This is not a theory course, either social or literary. While our supplementary material will place Baldwin’s essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin’s most famous essays, and some that are less well known. Our supplementary readings and viewings will explore his continuing influence, and the influence of Black music on Baldwin.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL286Z
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.
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 interculturalism, 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 reveals in the gray areas that exist between various competing constructions ofauthentic 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, Kwame Anthony Appiah, 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 racisms 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: SBS-AFAM
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: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
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 imbued 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, stuttering, 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 poets, 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


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 water, 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

AFAM315 Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of employment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: ENGL318
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 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 wrote award-winning novels that gave 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-twentieth century American culture. We will read some of the most important works written by contemporary African American writers in order to see how and why they transformed the first autobiographical form for Black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL324, AMST334
Prereq: None

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 interconnectedness 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 Black, White, and Queer Forms and Feelings
We will study contemporary Caribbean, African diasporic, and Chicano writers and artists to consider different codes, fashions, forms, shapes, and registers of queerness and anti-normativity in parts of the Caribbean and the U.S. We will consider the artists’ and writers’ various relationships to Blackness, whiteness, nonwhiteness, minoritarian positions, their mothers, the domestic, power, and other space-times (e.g., the club, dreams, hallucinations, travel) of being in relation to sexuality, gender, pleasure, and affect.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL328, FGSS308
Prereq: None

AFAM331 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course’s animating (and unfakable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist’s self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences’ efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist’s “identity” (asserted and/or imposed) have to do with their art? And what does a viewer’s “identity” (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.

Offering: Crosslisting
Grading: OPT
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 privileged 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

AFAM336 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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM336, ENGL357
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-ENGL
Identical With: ENGL350, AMST350
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: LAST343
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 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 ways 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: OPT
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 Anthropocenian 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 Anthropocenean 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

AFAM363 Visualizing Black Remains
This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of repatriation/repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repatriation?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM362, ANTH362, ENGL363, FGSS362, THEA362
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 cohabitators 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: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA364, ENGL362
Prereq: None

AFAM370 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and repatriation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe’s colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to “inanimate” things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and repatriation? How does the Black performer’s body’s disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of repatriation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars’, artists’, and activists’ response to both the recorded and ephemeral archives of Black dispossess. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM371, FGSS381, THEA373
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 playwrightwrights 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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL372
Prereq: None

AFAM373 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL375, AMST375
Prereq: None

AFAM375 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

AFAM385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM385, FGSS385, HIST332
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, AMST258
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.
The guiding, inter- and un-disciplinary sources for this course's anticolonial imagination come from Colin Dayan, Sara Johnson, Evelyne Trouillot, Sylvia Wynter, Robin Derby, Joiri Minaya, Maryse Conde, Alejo Carpentier, Edouard Glissant, Jacques Derrida, Beatriz Santiago Munoz, Demetrius Eudell, Anne Eller, Dixa Ramirez D'Oleo, and others.

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 rhythmical 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

AFAM391 Unsovereign Elements, Caribbean Poetics

This course offers portals and obstacles of anticolonial imagination through studies of Caribbean literary and conceptual forms and life ways, imperial cartographies of Caribbean lands and waterways, as well as that which has historically eluded those cartographic schema of space, property, and labor. We will focus on historical marronage, foodways, maritime law, naval and commercial cartography, theories of sovereignty, and the "unsovereign elements" (i.e., especially water and wind) in the ecosystems of unruly Caribbean places. By "Caribbean places," the professor means the archipelago (of many smaller archipelagos), and a both rhizomic and guarded site of imaginaries, knowledges, expressive forms, wars, massacres, invasions, and epistemes partly produced by and lodged in particular ecological formations. Conceptually, the course thinks from Caribbean studies, Black critical theory, Black studies, as well as some recent conversations between the latter and North American Indigenous Studies. The historical frame of the course begins circa 1492 and will hover into the 19th century era not only of emancipation, but also of abduction, reenslavement, and anti-emancipation, partly through "contemporary" Caribbean literature, in addition to primary, historical texts and maps.

We will study digitized versions of maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilotes, ledgers, letters, legal meditations), including the writings of Christopher Columbus, Moreau de Saint Mery, and Baudry des Lozieres.
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

AMST115F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. By prioritizing issues of difference, including race, gender, sexuality, disability, and class, the course will consider how scientific and bioethical concerns intersect with matters of cultural ideology and social control. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy"; changing attitudes towards pregnancy and childbirth; gendered and racialized conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within incarcerated and institutionalized settings; genetic engineering; reproductive justice; and so on.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST117F Social Norms / Social Power: Queer Readings of "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 "normalties," 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 ablebodiness, 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

AMST122F Race and Identity in 21st Century Literature (FYS)
This course will center on race and identity in contemporary American literature by focusing on novels written by Jhumpa Lahiri, Colson Whitehead, Junot Diaz, Tommy Orange and Ocean Vuong as well as plays by Lynn Nottage, Quiara Alegría Hudes, Ayad Akhtar and Jackie Sibbles Drury. Extra readings will include poems and short stories. We will consider the portrayals of race, identity, 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: SBS-AMST
Identical With: AFAM122F
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, Mozake 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, Otlile 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

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, leftist 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: OPT
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 he 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: A-F
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: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST200 Colonialism and Its Consequences in the Americas
Why does colonialism matter to the fields of American studies, Latin American studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences. 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 Critical Queer Studies: Junior Colloquium
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: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS201
Prereq: None

AMST202 Representing Race in American Culture: Junior Colloquium
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 Biopolitics, Animality, and Posthumanism: Junior Colloquium
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 Saving America from Itself? Movie Interventions (Moore, Lee, DuVernay, Kopple): Junior Colloquium
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 nationalism, 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 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 Interdisciplinary Research Methods: Jr. Colloquium
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 New England and Empire: Junior Colloquium

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 Visual Culture Studies and Violence: Junior Colloquium

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: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST

Prereq: None

AMST209 Cultural Theory and Analysis: Junior Colloquium

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

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

AMST215 Posthumanism(s)

This course explores how the interdisciplinary scholarship of posthumanism calls the classical philosophical tradition of humanism into question, beginning with the premise that the very idea of being human has always depended on our shifting notions of the ecological, the nonhuman, the subhuman, and the inhuman. Authors will include Donna Haraway, Robert Pepperell, Katherine Hayles, Jacques Derrida, Cary Wolfe, Zakiyyah Iman Jackson, and Fred Moten, among others.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
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

AMST219 Introduction to Native American Studies: Paradoxes of Indigenous Life
What does it mean to be Native American today? The term Native American collapses many tribal nations into one category and describes Indigenous peoples within the United States as Native to a continent that existed long before it was called America. This course will look at various paradoxes of Indigenous life under settler colonialism through the approaches of Native American studies, an inherently multidisciplinary field drawing from history, anthropology, and critical and ethnic studies. Reading across classics of Native studies as well as contemporary research, we will unpack the various movements and moments when Indigenous peoples arose to the challenges of continuing their life ways in the United States, Canada, and beyond. How have Indigenous people navigated colonial judicial systems to defend their land? What is the relationship between Native and Black peoples under settler colonialism? In what ways are ancient Indigenous traditions also future-oriented? In addition to scholarly texts, we will also delve into various forms of Indigenous-produced media from film, music, and literature to explore the dynamic ways Indigenous peoples continue to assert claims to life and land.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS218
Prereq: None

AMST221 Nationalism and National Identity in the United States: Jr. Colloquium
After decades of (seemingly) hegemonic globalization, recent events brought the issues of nationalism and national identity to the fore again. In this course, we will explore classic and new approaches to the nation state and the cultural phenomena associated with it. We will study the institutions, symbols, rituals, myths, and other elements that make up nationalism and national identity in the United States. We will investigate how different groups and communities in North America reinvent national culture, often creating clashing ideas of what the nation should be. From sports to literature, from holiday celebrations to federal legislation, from culinary to military operations, we will use a wide array of case studies to survey national culture. Our goal is to develop intellectual tools that will allow us to understand nationalism and national identity as contested, ever-shifting, and highly consequential parts of reality.

This course will take transnational and comparative approaches. We will investigate American national culture from the perspective of outsiders such as immigrants and colonized populations. We will also compare American nationalism with other nationalisms, including those of Western empires, non-Western nations, and even peoples without a nation state. These perspectives will help us better understand how global forces such as capitalism and imperialism shape national culture in the United States.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST222 Deconstructing Democracy
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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM202, COL205
Prereq: None

AMST223 Technologies of the Self
Where does the idea of an authentic self come from? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait 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, Grimm’s Sound Change laws), sense (e.g., grammar, vocabulary, usage), and standardization (e.g., orthography, dictionaries). What makes our particular kind of English “American”? We will learn about the role of different groups in its development: Native Americans, African Americans, and immigrant languages of various kinds, including Yiddish and Spanish. In addition, we will analyze the workings of class, youth culture, and gender. Throughout, the class will examine questions at the heart of our language debates: a “national language,” “Ebonics,” and bilingual
education. If English is today the international "lingua franca," is American English particularly the language of power? What are the different kinds of power exerted by, for instance, business English and slang?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Prereq: None

AMST225 Latinidad: Introduction to Latina/o Studies
This course will introduce major themes within the field of Latinx studies, using an interdisciplinary approach to analyze the experiences of Latinx people 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 Latinx 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 Latinx 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.

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 Latinx experience.

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

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
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

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: OPT
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...
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
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off andcontrived the material and social conditions that gave rise to the public sphere. As we unpack the relationship of literary form and social form, we'll 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 teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.

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 reimaginations 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

AMST239 Critical Race and Art History: Theories and Methods
How does the study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and
For the bulk of the semester, we will focus on a series of case studies drawn from the 15th to 20th centuries, a period of intense European contact and conquest in Africa, Asia, the Caribbean, and the Americas. Topics will include: representations of Africans in Renaissance Germany; African depictions of the Portuguese circa 1492; the appearance of parrots, kraak (Chinese) porcelain, and other goods from "exotic" locales in 17th-century Dutch still lives; the taxonomies of racial difference in Spanish casta paintings; debates about sculptural polychromy and the "whiteness" of marble; the relationship between expansionism, empire, and the genre of landscape; "primitivism" and European artists' "discovery" of African artistic forms; the critical interest in "racial art" in the interwar U.S.; and contemporary conversations about museums and restitution, among others.

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our long durée approach will enable us to draw connections about art’s role in processes of primitive accumulation, dispossession, and racial capitalism.

**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 dissociate 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."

**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.

**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.

**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."

**AMST24A American Literature from 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) of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

**AMST242A 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.

**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: A-F

Credits: 1.00

Gen Ed Area: SBS-AMST

Identical With: ANTH240

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) of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

**Offering: Crosslisting**

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-AMST

Identical With: ANTH240

Prereq: None

**AMST244A 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) of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

**Offering: Crosslisting**

Grading: A-F

Credits: 1.00
issues of gender, race, and economics have shaped 21st-century evangelicalism, presidency of Donald Trump. Students will be challenged to consider the ways global evangelicalism, and the core evangelical support for the candidacy and evangelicalism after World War II, the establishment of the religious right, the course examines revivalism, slavery, and the emergence of fundamentalism. 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.

AMST246 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.

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.

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 ourselves 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.

AMST246 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.

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.

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.”

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: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA253
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

AMST253 American Modernisms, 1900-1945
Focusing on three case studies, New York Dada, the Harlem Renaissance, and Mexican Muralism, this course examines the specifically pluralistic and diverse contributions of American artists to the development of modernism, from 1900 through the Second World War. During this period, the United States began to be a terrain on which artists with roots in Europe, Africa, and the Americas developed the basis of an advanced language in the visual arts and experimented with new mediums and formats for art. Topics we will explore include the relationship between art and industry in painting, sculpture, film, and photography; relationships between cosmopolitan and indigenous cultures; primitivism and its appropriation; interrelationships between the visual arts, music, and poetry; constructions of gender and the emergence of the female artist; racial pluralism; and the articulation of hybrid American (and Pan-American) modernisms.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA243
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

AMST255 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

AMST258 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, AFAM387, LAST268, ANTH267
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

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—either as 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

AMST266 New York City: Architecture and Urbanism
This course considers the history of architecture and urban development in New York City from colonial times to the present. Emphasis is on major landmarks of each historic period, with attention to related planning, parks, land and water transportation, housing trends, and urban infrastructure. Conditions of settlement, growth, decline, and renewal will be examined from a political, economic, and social perspective in varied neighborhoods. Contemporary topics include neo-liberal policies for urban development, green buildings, gentrification, and planning for the city's future in the era of impending climate change. While the focus will be on architecture, every effort will be made to see that built environs as points of intersection between competing ideals and interests that shape the city we see.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA256
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL258
Prereq: None

AMST270 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

AMST272 Unsettling American Art, 1600-1900
This course examines developments in American art from roughly 1600 to 1900. Core objects in this class will range widely: quilts; maps; baskets; paintings across genres of portraiture, landscape, and still life; engravings; public monuments; daguerreotypes; and more. We will seek to understand the particular concerns and traditions animating objects across this heterogeneous span of materials, forms, and techniques. In so doing, we will also ask how artists and makers— including those whose names were never recorded—variously internalized, articulated, or examined the historical contradictions of their time, including the consolidation of settler colonialism and racial capitalism; rebellion, revolution, abolition, and civil war; industrialization and its ever-expanding and often violently lopsided acceleration of communication networks, labor relations, travel, and exchange; and the contested aim of defining a distinctively American aesthetic tradition in a land born of migration, encounter, forcible displacement, and polyphonic hybridization.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA250
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 reflected in 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: 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: A-F
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 Spiller’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
AMST2772 Thinking with Octavia Butler’s “Wild Seed”
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.
Black speculative fiction writer Octavia Butler’s novel “Wild Seed” (1980) begins on the African continent in the 17th century amid the rise of transatlantic slavery and concludes on a plantation in Louisiana on the eve of the 19th-century American Civil War. "Wild Seed" was the last published book in Butler’s Patternist series, but it relates the earliest segment of that epic story, which follows a shape-shifter named Anyanwu and a body-jumper named Doro across geographies, centuries, classes, corporealities, genders, races, and even, in Anyanwu’s case, across species. To quote one student: "It’s the weirdest novel I’ve ever read." This seminar takes up the myriad and interwoven provocations Butler offers in "Wild Seed" by reading her novel alongside a wide range of scholarly literature in the fields of African and African diaspora studies, Indigenous studies, gender & sexuality studies, animal studies, history, disability studies, religious studies, and cultural studies, as well as visual arts. Rather than "apply" the syllabus texts directly to Butler’s novel, we will attend to how her novel not only reflects—indeed, anticipates—such scholarly and artistic production, but also produces its own aesthetics and epistemologies.

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler’s work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar’s asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler’s novel and vice versa and to comment on one another’s analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Identical With: None
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: None
Identical With: None
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: None
Identical With: None
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

AMST285 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH213
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

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 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST208, CSPL208
Prereq: None

AMST289 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire's control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States' successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hangi Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai'i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipinos, and Puerto Rican migrants and
their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Edward Glissant's concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM274, LAST274, SPAN274
Prereq: None

AMST290 Color Lines: The U.S. South and the Colonial World
The American South has always been a unique society. But it has never been exceptional or isolated from the world. Although located north of the equator, it shares many features with the Global South. Its history of conquest, slavery, patriarchy, rebellion, and white supremacy makes it similar to many tropical and semitropical countries that have been colonized by Western powers in modern times. In this course we will study the American South from the times of European colonization through the Civil Rights era. We will establish comparisons between the history of the American South and the histories of the Global South. How did the displacement of Native Americans in Georgia compare to the treatment of Indigenous populations in Australia? How did slavery in Virginia compare to slavery in Brazil? How did the emergence of the oil industry in Texas compare to that of Iran? How did Jim Crow in Mississippi compare to apartheid in South Africa? How did the struggle for civil rights in Alabama compare to struggles for decolonization in Vietnam?

In addition to a comparative approach, we will look into how Southerners engaged with people from the Global South. We will study primary and secondary sources that illuminate encounters between Southerners and foreigners. International trade, religious missions, infrastructural enterprises, political activism, and military operations, among many other events, put the American South in touch with the Global South. These encounters remade modernity, placing questions of racism, regionalism, and colonialism at the forefront of political and intellectual debates.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
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 interculturalism, 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 interculturalism, 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.

AMST292 New Worlds, Indigenous Futures
Indigenous Futurism describes a cultural turn to emphasizing not only the presence of Native peoples in contemporary settler colonial societies but to declaring their resurgence in a transformed future. Since the 2010s, Native American and First Nations writers, artists, and online communities have increasingly used "futurism" to invoke de-colonial horizons and also to describe long-standing tendencies to use science fiction vocabulary and imagery to explore themes of displacement, alienation, and survival. This course will explore these themes in 20th- and 21st-century Indigenous culture in the United States and Canada and consider why the future is a temporal terrain of struggle for Indigenous peoples. In the progress-obessed orientation of colonial time, Indigenous peoples are often assigned to the past, yet Indigenous political and cultural movements continue to insist on their role in shaping our planetary futures. We will begin from an understanding of Indigenous Futurism's influence from and conversation with Afrofuturism and then pursue topics such as: Indigenous uses of digital technology, the ethics of land stewardship in outer space, and the political implications of nonlinear time.

The course will have an emphasis on speculative literature and theoretical texts by Indigenous authors, including two anthologies of Indigenous speculative fiction, and we will also delve into films (ex. "Black Panther"), music (ex. A Tribe Called Red), and visual cultures by contemporary artists (ex. Jeffrey Gibson).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
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, FG5293
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 under-studied aspect of the Vietnam War toward the end of the semester.

Offering: Crosslisting
Grading: OPT
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: OPT
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 the 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: OPT
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, suttermen, 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 poetries, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, siguine, 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: OPT
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[es] 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
Offering: possibilities.

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.

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

AMST312 Americans Abroad: Mapping Nineteenth-Century Travel Narratives

In this course, we will explore international travel in the long 19th century. We will focus on narratives published by Americans who had the opportunity to travel beyond the United States. Through individual and collective activities, we will survey the trajectories of activists, diplomats, doctors, entertainers, entrepreneurs, journalists, missionaries, sailors, scientists, soldiers, students, teachers, tourists, and many others who engaged with foreign societies. By analyzing travel narratives, we will delve into a globalizing new order of expanding empires and integrating capitalist economies.

The main product of this course will be a digital humanities project. Throughout the semester, we will conceptualize, design, build, and improve a website together. Each student will develop their own individual project focusing on a set of travel narratives. These individual projects will be the component parts of our website. Classes will alternate between historical and conceptual discussions about travel in the 19th century and technical matters related to digital humanities. Our goal is to reflect on the broad history of American foreign relations and the use of new technology to produce and communicate knowledge about the past.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST313 After Orientalism: Asian American Literature and Theory After 2000

From early articulations of cultural nationalist pride to today’s transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than 30 years after the field’s inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America’s aesthetic innovations.

Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL361, 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,"
"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 stories 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

AMST320 Asian American Posthumanisms: Biopolitics, Ecopoetics, and
Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century
celebrations of suprahuman cyborgs, U.S. 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 body parts, 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 nonhuman centered logics and forms, we will read a selection of
theoretical texts by Asian American and other authors, alongside a selection of
contemporary (and capacious defined) Asian/American novels by writers such
as Kazuo Ishiguro, Larissa Lai, Ruth Ozeki, and others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ENGL319
Prereq: None

AMST325 The Work of Art Against Work: Art, Labor, Politics
Understanding 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
This seminar will consider contemporary trans and queer theory foregrounding
race, class, disability, migration, diaspora, indigeneity, and colonization alongside
the work of BIPOC queer and trans artists in particular. The course's animating
and unfixable!) questions include: How do artists produce and intervene in
understandings of gender and/or sexuality through their work? What does it
mean for an artist or viewer to describe an image, object, or performance as
"queer" or "trans"? What constitutes a "queer" or "trans" reading of visual
culture? How might various formulations of "queer" and "trans" relate to, put
pressure on, and/or resist "aesthetics"? What is the relationship between an
artist's self-identification and/or their resistance to categorization (e.g., in terms
of race, gender, sexuality, disability, class, nationality) on the one hand, and
audiences' efforts to engage and interpret their art on the other? Put another
way: What, if anything, does an artist's "identity" (asserted and/or imposed)
have to do with their art? And what does a viewer’s "identity" (asserted
and/or imposed) have to do with how they approach and interpret visual
culture? Several artist talks and/or class visits (all virtual) are being organized in
conjunction with the seminar.
Offering: Crosslisting
Grading: OPT
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.
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 wrote award-winning novels that gave 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-twentieth century American culture. We will read some of the most important works written by contemporary African American writers in order see how and why they transformed the first autobiographical form for Black writers—the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL324, AFAM324
Prereq: None

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: OPT
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: OPT
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, 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:** 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-CHUM  
**Identical With:** ANTH361, FILM362  
**Prereq:** None

**AMST374 Abolition and Social Praxis**

This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

**Offering:** Crosslisting  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** HA-CHUM  
**Identical With:** CHUM374, FGSS374, SOC280  
**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 collage 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL375, AFAM375
Prereq: None

AMST378 Decolonizing Indigenous Gender and Sexuality
This seminar focuses on the politics of decolonization in Indigenous contexts with regard to gender and sexuality. The seminar examines a variety of settler colonial contexts in North America and Oceania. Beginning with an historical exploration of gender and colonialism, students will examine how colonial processes, along with other forms of domination that include racializing technologies, have transformed gender and sexuality through the imposition of definitions and models of normative (often binary) gender subjectivity and relations, "proper" sexual behavior, preoccupations with "sexual deviance," sexual expression as a territory to be conquered, legacies of control, legal codification, and commodification. We will then assess how diverse modes of self-determination struggles negotiate gender and sexual decolonization, including feminist interventions in nationalist productions that sustain masculinist and homophobic agendas. In relation to these dynamics, we will study the growing body of work on Native feminisms and decolonial feminisms, as well as Two-Spirit and queer Indigenous studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM378
Prereq: None

AMST381 Unsovereign Elements, Caribbean Poetics
This course offers portals and obstacles of anticolonial imagination through studies of Caribbean literary and conceptual forms and life ways, imperial cartographies of Caribbean lands and waterways, as well as that which has historically eluded those cartographic schema of space, property, and labor. We will focus on historical marronage, foodways, maritime law, naval and commercial cartography, theories of sovereignty, and the "unsovereign elements" (i.e., especially water and wind) in the ecosystems of unruly Caribbean places. By "Caribbean places," the professor means the archipelago (of many smaller archipelagos), and a both rhizomic and guarded site of imaginaries, knowledges, expressive forms, wars, massacres, invasions, and epistememes partly produced by and lodged in particular ecological formations. Conceptually, the course thinks from Caribbean studies, Black critical theory, Black studies, as well as some recent conversations between the latter and North American Indigenous Studies. The historical frame of the course begins circa 1492 and will hover into the 19th century era not only of emancipation, but also of abduction, re enslavement, and anti-emancipation, partly through "contemporary" Caribbean literature, in addition to primary, historical texts and maps.

We will study digitized versions of maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilots, ledgers, letters, legal meditations), including the writings of Christopher Columbus, Moreau de Saint Mery, and Baudry des Lozieres. The guiding, inter- and un-disciplinary sources for this course’s anticolonial imagination come from Colin Dayan, Sara Johnson, Evelyne Trouillot, Sylvia Wynter, Robin Derby, Jori Minaya, Maryse Conde, Alejo Carpentier, Edouard Glissant, Jacques Derrida, Beatriz Santiago Munoz, Demetrius Eudell, Anne Eller, Dixa Ramirez D’Oleo, and others.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM391, ENGL391, AFAM391
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 (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) 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 Father Divine, the Nation of Islam, 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: A-F

AMST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

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
AMST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

ANTHROPOLOGY (ANTH)

ANTH101 Introduction to Cultural Anthropology
This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Prereq: None

ANTH111F Anthropology of Conspiracy (FYS)
This first year seminar explores the relationship between conspiracy theory and contemporary life through the discipline of anthropology. We learn how to read, discuss, and write about anthropological texts using conspiracy as a starting point. We trace the history of conspiracy theory, read ethnographies of conspiracy, and extend the concept of what counts as conspiracy to anthropological topics such as culture, class, ideology, myth, virtuality, race, affect, gender, and sexuality. We ask what the utility of conspiracy is in world-building, ritual, and belief structure inherent in both cultural cohesion and conflict.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Prereq: None

ANTH150 Indigenous Middletown: Native Histories of the Wangunk Indian People
Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip’s War, 1675-1678, the Wangunk continue to live into the 21st century.
Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-AMST
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—commodified? 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: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH

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, ENVS204
Prereq: None

ANTH205 Borderlands in the African Mediterranean and Beyond
The past decade has seen one of the largest mobilizations of human migration in recent history. This migratory flow is usually discussed within spatial frames such as movement across borders, between countries, and across the sea. This course departs from those narratives by bringing into focus the routes, social worlds, and systems of exchange that emerge during time spent between borders, a time often eclipsed as "just waiting." The beginning of the course sets the theoretical tone for our readings and discussions by revisiting how anthropology has questioned the stability of the linkage between culture and space, and placing this into the context of scholarship on liminality and borderlands. Subsequently, we will examine ethnographic studies, as well as some literary texts, that focus on migration and immigration primarily across the African Mediterranean, with comparative examples drawn from South and North America and Western Asia. The course’s goal is to trace the communal sentiments enmeshed in these routes and worlds and to inquire what they may imply for political and subjective belonging, beyond narratives centered on the anxieties that emerge once “migrants” enter into European and North American territories.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH

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.

Spring 2021 changes: research methodologies explored will be determined in the context of our capacity to do in-person research during this time.

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

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, 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 Mesopotamia and from the Paleoindian 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, ENVS203
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
Identical With: AMST285
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? 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, ENVS207
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

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

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: 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 challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
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 dissociate 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
ANTH241 Critical Interculturality and the Pedagogy of Unlearning

This course is offered by our study abroad partner, Pachaysana, online from their site in Ecuador, with local educators.

An ever-growing number of students, scholars, and activists criticize our educational institutions for upholding colonial structures, and via numerous movements are calling for "decolonization." Any effort to decolonize our education must go well beyond the content of what we teach in the classroom. In addition to what we are learning, we must explore how we learn, where we learn, and with whom we learn. We also must think about what "decolonization" means, taking into consideration the lands on which our campuses and communities are located. This course addresses decolonization through the lens of critical interculturality, referring to Catherine Walsh's critique of multiculturalism as functional or relational interculturality. Bringing in readings from Indigenous and Latin American scholars and taking part in workshops facilitated by local Ecuadorian community members, we will use interactive methods to explore some of the most challenging concepts related to decolonization, including "decolonization is not a metaphor," epistemic justice, border thinking, and embodied methodologies. Those concepts will then be examined with regards to the realities on our college campuses and our communities, and we will begin to dream about moving from the "functional" to the "critical." By the end of the course, informed by the readings and interactions with community-based educators in Ecuador, students will formulate clear questions and identify potential strategies for applying critical interculturality at their college campuses.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: CGST341
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: OPT
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

ANTH250 Identity and "Pacha" (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador

This course is taught from Ecuador by our study abroad partner, Pachaysana. According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the "everything around and inside us." This course asks
students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to “place and space,” exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (alpca in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine “who we are” as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.  

Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-CGST  
Identical With: CGST340  
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 the senses 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 ethnomethodological 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 and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.  

Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-ARCP

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, humanitas, dams, environment, and empowerment.  

Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-ANTH  
Identical With: ENVS259  
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 (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, AFAM387, LAST268, AMST258  
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: OPT
Credits: 1.00
Gen Ed Area: SBS-ENVS
Identical With: ENV5279
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

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: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Prereq: None

ANTH2902 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: OPT
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
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.

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.
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; antiblackness; 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

ANTH306 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of “mobility”—cultural, social, and political—as embodied in two major cultural forms of South Asia, namely “classical” dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of “flows of culture” at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC307, FGSS307
Prereq: None

ANTH307 Indigenous Politics
This seminar will feature select historical moments, geographical sites, and case studies to explore the complexities of life for indigenous peoples in the Pacific Islands and North America subject to the authority of the United States, Canada, and Mexico. The course will examine indigenous peoples’ varied political status in relation to questions of sovereignty and self-determination, structures of domination and resistance, and myriad forms of indigenous agency. Readings will focus on the recognition and assertion of collective rights, treaty rights and land claims, and self-governance under independent states’ and international law. Films and guest lectures will complement the required texts.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST307
Prereq: None

ANTH308 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: AMST316, FILM319
Prereq: None

ANTH309 Reading Ethnography: Toward an Otherwise Anthropology
In this advanced reading-centered seminar, we will consider the challenges and potentials of ethnography as a way of knowing, form of argument, and genre of writing. We will take up contemporary interventions and critical turns including: decolonizing and abolitionist anthropology, the complex politics of witnessing and ethnographic refusal, approaches to more-than-human anthropologies and queer/ing anthropology, and the craft of ethnographic storytelling and experiments in ethnographic poetry, prose, and fiction. Our seminar is structured around collaborative close reading and discussion of a range of cutting-edge ethnographies that challenge the boundaries of disciplinary practice and seek to open up a transformative, otherwise anthropology.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
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
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

ANTH313 Producing and Performing Anthropology
This course examines the various modes through which anthropology can and has been performed and produced. Partially exploring the historical relationship between film, museum curation, and ethnography, while also looking toward how anthroplogy has merged into other media such as the audiovisual and digital, this class pairs reading ethnographies with practical projects, which could take performance, written, audiovisual, or even web forms. What does it mean to make an ethnographic website, for instance, or write a performative ethnographic text? How does this differ from a museum, and how are the history and practices of curation related to anthropology? This course draws from theoretical positions in the discipline as well as performance and artistic production, and includes in-class/virtual visits from figures in this field across the U.S., Europe, North Africa, and the Middle East, aimed at fostering opportunities for more long-term mentorship and collaborations.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
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
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
ANTH319 Toxic Sovereignties: 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: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: SISP319
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 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM355, FGSS355, AMST357
Prereq: None

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

ANTH362 Visualizing Black Remains
This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repatriation?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM362, AFAM363, ENGL363, FGSS362, THEA362
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, which, during the Spring semester 2020 will focus on online ethnographic methods. Students will be expected to do (partially) online field research exercises 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: OPT
Credits: 1.00
Grading: A-F
Offering: Host
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: Host
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: Host
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

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: A-F

ANTH592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: Host
Grading: A-F

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: Amp Graded
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: Amp Graded
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: OPT
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: CLST153F
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: CLST201, 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
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, ENV5207
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: Opt
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CLST214, 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: CLST223, ARHA207
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: CLST244, 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: ENV245  
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 and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.

Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-ARCP  
Identical With: ENV257, 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 lütic 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

ARCP260 Art and Archaeology of Ancient India  
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization;
the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA285
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

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: CLST283, 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, Zouyuan, 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

ARCP293 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: CLST329
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: CLST341, 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

ARCP352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CLST352
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 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, 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

ARCP390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CLST390
Prereq: None
ART HISTORY (ARHA)

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

ARCP421 Undergraduate Research, Science
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: OPT

ARCP422 Undergraduate Research, Science
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: OPT

ARCP424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

ARCP466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: Cr/U

ARCP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: A-F

ARCP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: A-F

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: OPT
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: OPT
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
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 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: CLST223, ARCP223
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: CLST283, ARCP285
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 will 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: CLST201, 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 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 trends and material evidence.

This course counts toward the archaeology/archaeology science track.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CLST214, ARCP214
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: CLST223, 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 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval 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: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: MDST210, RL&L210
Prereq: None

ARHA213 Cross, Book, Bone: Early Medieval Art, c. 300-1100
This class surveys the art and architecture of early medieval Europe, beginning with the multicultural world of Late Antiquity, the decline of the Roman Empire, and the spread of Christianity, and continuing through the glory of Byzantium, the rise of Islam, and the development 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, for example: Could one picture God? How might divinity be conceptualized and accessed? What was the best way to picture a ruler? How was the sacred made manifest here on earth? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking 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: CLST244, 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 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 Limburgs, Campin, van Eyck, van der Weyden, Memling, Fouquet, Riemenschneider, Dürer, Grünewald, Altdorfer, Cranach, Bosch, Holbein, and Bruegel - such a narrative 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
ceilings to elaborate illusionistic visions, and subjected the classical language depicted saintly bodies in moments of divine rapture, opened up painted orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini were not inconsistent with serving the purposes of patrons and ideologies that at one of the core paradoxes of the period: that startling innovation and creativity this introduction to the arts and architecture of 17th-century Italy addresses 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: MDST219 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 Identical With: MDST222, RL&L212 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: CLST234, 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: OPT Credits: 1.00 Gen Ed Area: HA-ART Identical With: RL&L243 Prereq: None ARHA239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art This course 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. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized—the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist’s personal correspondence in relationship to his painted oeuvre, and independent research. Offering: Host Grading: A-F Credits: 1.00 Gen Ed Area: HA-ART Identical With: RL&L239 Prereq: None ARHA240 Revolutionary France and the Birth of Modern Art, 1789-1900 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: OPT 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: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: RL&L241, GRST241
Prereq: None

ARHA243 American Modernisms, 1900-1945
Focusing on three case studies, New York Dada, the Harlem Renaissance, and Mexican Muralism, this course examines the specifically pluralistic and diverse contributions of American artists to the development of modernism, from 1900 through the Second World War. During this period, the United States began to be a terrain on which artists with roots in Europe, Africa, and the Americas developed the basis of an advanced language in the visual arts and experimented with new mediums and formats for art. Topics we will explore include the relationship between art and industry in painting, sculpture, film, and photography; relationships between cosmopolitan and indigenous cultures; primitivism and its appropriation; interrelationships between the visual arts, music, and poetry; constructions of gender and the emergence of the female artist; racial pluralism; and the articulation of hybrid American (and Pan-American) modernisms.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: AMST253
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: OPT
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

ARHA250 Unsettling American Art, 1600-1900
This course examines developments in American art from roughly 1600 to 1900. Core objects in this class will range widely: quilts; maps; baskets; paintings across genres of portraiture, landscape, and still life; engravings; public monuments; daguerreotypes; and more. We will seek to understand the particular concerns and traditions animating objects across this heterogeneous span of materials, forms, and techniques. In so doing, we will also ask how artists and makers— including those whose names were never recorded—variously internalized, articulated, or examined the historical contradictions of their time, including the consolidation of settler colonialism and racial capitalism; rebellion, revolution, abolition, and civil war; industrialization and its ever-expanding and often violently lopsided acceleration of communication networks, labor relations, travel, and exchange; and the contested aim of defining a distinctively American aesthetic tradition in a land born of migration, encounter, forcible displacement, and polyphonic hybridization.
Offering: Host
Grading: A-F
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 exhibition 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 Lisitzky, 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; assymetrical 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
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: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: AMST249
Prereq: None

ARHA254 Architecture of the 20th Century

The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ENVS254
Prereq: None

ARHA256 New York City: Architecture and Urbanism

This course considers the history of architecture and urban development in New York City from colonial times to the present. Emphasis is on major landmarks of each historic period, with attention to related planning, parks, land and water transportation, housing trends, and urban infrastructure. Conditions of settlement, growth, decline, and renewal will be examined from a political, economic, and social perspective in varied neighborhoods. Contemporary topics include neo-liberal policies for urban development, green buildings, gentrification, and planning for the city’s future in the era of impending climate change. While the focus will be on architecture, every effort will be made to see built environs as points of intersection between competing ideals and interests that shape the city we see.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: AMST266
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 di 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: OPT
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
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

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: OPT
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

ARHA285 Art and Archaeology of Ancient India
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization; the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.

Offering: Host
Grading: OPT
mastery, familiarity, strangeness, taste, and beauty are formed by conditions of How does the study of art shift if we begin with questions of race, power, Prereq: None


How does the study of art shift if we begin with questions of race, power, and domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and “styles.”

For the bulk of the semester, we will focus on a series of case studies drawn from the 15th to 20th centuries, a period of intense European contact and conquest in Africa, Asia, the Caribbean, and the Americas. Topics will include: representations of Africans in Renaissance Germany; African depictions of the Portuguese circa 1492; the appearance of parrots, kraak (Chinese) porcelain, and other goods from “exotic” locales in 17th-century Dutch still lifes; the taxonomies of racial difference in Spanish casta paintings; debates about sculptural polychromy and the “whiteness” of marble; the relationship between expansionism, empire, and the genre of landscape; “primitivism” and European artists’ “discovery” of African artistic forms; the critical interest in “racial art” in the interwar U.S.; and contemporary conversations about museums and restitution, among others.

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach will enable us to draw connections about art’s role in processes of primitive accumulation, dispossession, and racial capitalism.

Offering: Host
Grading: OPT
Credits: 1.00


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, courtsly, 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

ARHA338 Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical concept: to reconstruct the material world of war-torn Europe to reflect principles of unity in the arts and within all world cultures. In the 15 years of its existence, from 1919 until 1933, the Bauhaus underwent many changes, including moves from Weimar to Dessau and Dessau to Berlin, as well as the reorientation of its curriculum from craft to industrial production. Nevertheless, its core principles persisted: the coordination of fine with applied arts and form with function; a commitment to de-hierarchized, experimental learning in workshops; and the desire to unite art with life and to make art accessible to the broader population. Attracting men and women from Western and Eastern Europe, the Americas, and East Asia, the Bauhaus adopted an international and gender-inclusive orientation from the beginning. After the school’s forced closure in 1933 by the National Socialists, many of its teachers and students left Germany to found art schools throughout the globe, and its core principles continue to shape art pedagogy and practice today. This course will examine the origins, core products and theories, and afterlife of the Bauhaus in Germany, America, and East Asia.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: GRST238
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, 1850-2020
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 inhabitability 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

ARHA355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?
To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate either in a final research paper (for those registering for Art History credit) or a final project in any medium (for those registering for Art Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site visits, trips to museums, and archival research.

Since the course’s aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARST355
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 pilgrimages 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 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 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-AMST
Identical With: AMST361
Prereq: None

**ARCP382 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 pilgrimages 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: 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

Arst 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 course explores the relationship between digital fabrication tools and contemporary artistic practice. Students will be guided through the process of using 3D printers, laser cutters, and power tools in a studio environment. The class has a theoretical focus on machine use within the process of design. Lectures and hands-on activities are supplemented by 2D vector-based programs, digital photography software, and 3D modeling programs. Students will learn how to use the computer as both a design tool and as a tool for fabrication. This course will also discuss the ethical dilemmas involved with 3D printing.
Offering: Host
Grading: OPT
Credits: 1.00


Gen Ed Area: HA-ART
Identical With: IDEA190
Prereq: None

ARST1902 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: 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 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
Identical With: IDEA235
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

ARST238 Print Culture 101
Print Culture 101 is an introductory course about the vast medium of printmaking: its techniques, its traditions, and its possibilities. Throughout the semester, students will learn how to use each area of the printshop, and the fundamentals of relief, recessed, planographic, stencil, and photographic processes of printmaking. Additionally, students will gain some elemental skills in working with paper, ink, and adhesives. These skills will also equip students with useful knowledge to experiment with unconventional materials.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Prereq: ARST131

ARST239 Painting I
This introductory-level course in painting (oils) emphasizes work from observation and stresses the fundamentals of formal structure: color, paint manipulation, composition, and scale. Students will address conceptual problems that will allow them to begin to develop an understanding of the power of visual images to convey ideas and expressions. The course will include individual and group critiques and museum trips.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Prereq: ARST131

ARST242 Typography
The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and InDesign (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the collection in the Davison Rare Book Room at Olin Library. While NOT a required sequence, this course is strongly recommended before taking ARST243.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Prereq: ARST131

ARST243 Graphic Design
This course is an introduction to graphic design with an emphasis on typography. Typography is the practice of giving written language a visual form, material, and method of distribution. Starting with type, we’ll investigate how graphic design organizes, mediates, and transmits context across a range of media.

In class, we will talk about and practice fundamentals of type including typefaces, leading, kerning, grids, hierarchy, and color. This will serve as an entry into broader discussions of composition, sequencing, and text-image relationships and design systems, as applied to conceptual projects. We’ll cover design software and print production. A sequence of readings and lectures will situate our work among historical and contemporary examples.

Offering: Host
Grading: OPT
Credits: 1.00
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

ARST252 Photography II
This class is only intended for first year students. This is an introductory course to the methods and aesthetics of film-based and digital photography. The class is designed for students with no prior formal experience in photography, though it will still challenge those that are already versed in film and digital. The first few weeks of class will be devoted to comprehensive technical instruction including exposure, film processing, and darkroom enlargement. Subsequently, class time will be split between weekly critiques and lectures covering topics including visualization, reading and evaluating light, and photographic history. The shooting assignments are open ended and conceived to push each student to define their own visual interests as they continue to immerse themselves in the language of the medium. After fall break, we will switch to working digitally. Software instruction will include Lightroom and Photoshop, with significant time devoted to inkjet printing. The course will culminate in a final portfolio that will reflect the formal, technical, and conceptual experimentation that the students will engage in throughout the course.

***Please note that this is an intensive course with a significant work load. Students should expect to spend at least 15 hours outside of class on weekly shooting and production. Please feel free to reach out to the instructor at arudensky@wesleyan.edu if you have any questions.
Workers’ Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access to a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-ART  
Identical With: MUSC308, THEA308  
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

ARST286 Introduction to Time-Based Media
This course will serve as a comprehensive introduction to time-based media in the expanded field. We will explore the ways video can transform our relationship with ourselves, others, and the material world. Through regular technical exercises, readings, and group discussions, students will gain technical facility and a critical eye for time-based art and culture.

What sorts of videos do we consider “art”? In an era of selfies, live-streaming, and state-sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making.

Students will be introduced to camera operation, sound recording, and lighting, as well as video and sound editing. Screenings of historical and contemporary video art will contextualize each assignment. We will also investigate vernacular applications of video, and the medium’s role beyond the studio.

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.

ARST337 Codex Unbound
Codex Unbound is a course that investigates the art of the book. It asks: What is a book? And what are the expansive possibilities of this form? Students will explore these large questions through the process of making books in a variety of binding and printing techniques that range in cultural and historical origin. In learning such techniques, students will also be tasked with intervening with forms and creating their own innovations, which can incorporate their own intellectual interests.

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.

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.

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.

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.

ARST350 Senior Studio
This is an interdisciplinary critique-based course designed for advanced Art Studio majors. Our primary aim is to provide a structure for the development of each student’s thesis work, research, and thinking as it evolves over the course of the semester. Through extensive in-class discussions and reviews, we devote a substantial portion of time to the presentation and discussion of student work. As a major component of the course, each student will install their work in one of the exhibition venues in the Center for the Arts in preparation for thesis exhibitions. We devote time to the discussion of critique methodologies, installation strategies, readings in critical theory, visiting artist lectures and presentations, and, if possible, visits to contemporary exhibitions in the area. The course will additionally assist students in the elaboration of their artist statements, portfolio, and documentation. Finally, we will develop a collaborative project, such as publication or a portable exhibition. The course is designed as a complement to the Art Studio Senior Thesis process and is an elective for Art Studio majors.

ARST352 OR ARST336 OR ARST243 OR ARST285
Prereq: (ARST131 AND ARST239)

Identical With: ENVS440

ARST355 Senior Thesis Studio
ARST352 Photography II
This is an intensive course intended for students with a solid foundation in photography. 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. The second part of the course will be devoted to developing a body of work that will result in a photo book project. Lectures and class discussions will provide a historical context, while presentations by visiting artists will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussion 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 a thesis 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

ARST355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?

To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate in a final research paper (for those registering for ARST History credit) or a final project in any medium (for those registering for ARST Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site-visits, trips to museums, and archival research.

Since the course's aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: CEAS360
Prereq: None

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

ARST384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and
performance. It is taught in conversation with the Fall 2021 exhibition in Zilkha
Gallery including the work of Cecilia Vicuña.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules
taught by visiting artists from across the arts, this workshop is designed for
students interested in working outside of—or between—their primary mediums.
Professors will guide students as they choose “companion mediums” to work in
for the semester while employing interdisciplinary approaches to writing and art-
making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing
work, conversations with visiting artists, student presentations and workshops,
and studying the works of artists working between forms, all in an attempt to
root ourselves more dynamically in our individual practices. The course will
culminate in a reflective essay or artist statement, as well as an exhibit of poems,
objects, installations, and performances created during our time together.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL384
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 their
understanding of camera operation, sound recording, video and sound editing,
projection mapping, and installation strategies. Through screenings of historical
and contemporary works, 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. No prerequisites,
but course is most suitable for students who either have a background in video
(i.e., ARST 286 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

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

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

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

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: OPT
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.
for the existence of these dark components and the current debates regarding
at the frontier of modern astrophysics. In this course, we explore the evidence
energy, and black holes. What are these mysterious components, and what is the
much-less-well-understood side dominated by things we call dark matter, dark
looks up at night--stars. But on larger scales, the universe has an exotic and
The physical world we experience is one of normal matter, energy, and--if one
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.

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.

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.

ASTR110 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
ergy, 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
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 multwavavelength 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: OPT
Credits: 1.00
Gen Ed Area: NSM-ASTR
Identical With: ASTR540
Prereq: ASTR155
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&ESS500, 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
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: 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
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: ASTR231
Prereq: (PHYS213 AND PHYS214 AND 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: OPT
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: OPT
Credits: 0.25
Gen Ed Area: NSM-EES
Identical With: E&ES555
Prereq: None
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 CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EE5
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: ENV&S261, IDEA261
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 swathes 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: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: ENV5260
Prereq: None

BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: MB&B181Z
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: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: MB&B182
Prereq: MB&B181 OR MB&B181Z

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.
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 BIOL181]

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: OPT
Credits: 1.00
Gen Ed Area: NSM-EE5
Identical With: ENVS197, E&ES197
Prereq: None

BIOL198 Principles of Biology II Laboratory _ Online
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: 0.25
Gen Ed Area: None
Identical With: MB&B198, NS&B198
Prereq: BIOL192

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 macromolecules—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: CHEM142 OR CHEM144
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: OPT
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 endocrine 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: A-F
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: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL

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: BIOL182 or MB&B182
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, symbiosis, 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: ENV5216
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: OPT
Credits: 0.50
Gen Ed Area: NSM-EES
Identical With: E&ES235
Prereq: [E&ES101 OR E&ES115 OR E&ES155 OR E&ES199 OR [ENVS197 or BIOL197] OR E&ES197]

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: OPT
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
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: OPT
Credits: 1.00
Gen Ed Area: NSM-EEES
Identical With: E&ES234, ENV5233
Prereq: E&ES101 OR E&ES115 OR E&ES155 OR E&ES199 OR [ENV5197 or BIOL197] or [E&ES197]

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, ENV5242
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: OPT
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: A-F
Credits: 1.00
Gen Ed Area: NSM-NSB

Identical With: NS&B252
Prereq: [NS&B213 or BIOL213 or PSYC240]

BIOL254 Comparative Animal Behavior
An introduction to the study of animal behavior, this course will examine the factors that control the behavior of vertebrates and invertebrates within evolutionary, social, and physiological contexts. All animals face similar challenges, and we will examine the common and sometimes unique behavioral strategies used to meet these challenges.

Topics will include feeding and foraging, communication, agonistic interactions, parental care, hormonal modulation, and more. As this course explores the scientific study of animal behavior, students will also get introduced to some basic data analysis tools using computational notebooks to explore data from a small subset of the assigned primary articles.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: NS&B254, BIOL554
Prereq: [BIOL182 or MB&B182] OR [BIOL196 or MB&B196] OR [NS&B213 or BIOL213 or PSYC240]

BIOL256 Quantifying Evolution: The Genetics of Populations
How can we forecast the survival of an endangered species? How quickly can antibiotic resistance arise? Who is Lucy? Population genetics studies the genetic variation within and between populations that arise from several factors, including natural selection. Migration, mate choice, and habitat all influence the evolution of life. In this course, we will use mathematical modeling to describe how these fundamental forces change populations over time, and we will learn how these principles are used to breed our food supply, build our medicines, and manage our ecosystems. Class sessions will combine lectures with discussion and in-class problem-solving. Using these ideas, students will learn how evolutionary biologists reconstruct history using the principles of inheritance and variation.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL
Prereq: MB&B181

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

BIOL259 Genes to Greens: The Biology of Food Production
Climate change and rapid advances in biological technology are shifting the ways humans grow food. We can now produce food more efficiently than ever, but are losing arable land to harsh and unforgiving climates. We also must grapple with ethical questions about which natural resources we should sacrifice for the good of the global food supply. In this course, students will gain an understanding of plant physiology, traditional agricultural techniques, and traditional and
modern crop breeding strategies. Students will engage in the current debates surrounding food production.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: ENVS251
Prereq: None

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 BIOL266) 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, ENVS286
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
example, even when we cannot culture most of a microbial community, we is through analysis of their gene sequences and gene expression patterns. For microorganisms cannot be cultured; our only knowledge of these organisms and biodiversity of microbial communities, since well over 99 percent of all of life. Bioinformatics is particularly promising for analysis of the ecology of physiology, even though no traces of physiology added enormously to our understanding of ecology and evolution. 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: CJS310, 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. Offerings:
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL516
Prereq: BIOL214 OR [BIOL220 or ENV5220] OR [BIOL290 or BIOL590 or ENV5286] OR [BIOL216 or ENV5216]

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. Offerings:
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. Offerings:
Grading: OPT
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
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, ENV537
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, BIOL538, MB&B538
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, 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, CIS342, MB&B342
Prereq: CHEM252 OR MB&B208

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: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
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 thewhat, 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 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.
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: A-F
Credits: 1.00
Gen Ed Area: None
Identical With: NS&B357, FGSS357
Prereq: BIOL182 AND NS&B213

BIOL358 Motor Systems Beyond Movement

This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor "control." However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: NS&B358
Prereq: 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&B356, PSYC356
Prereq: [NS&B213 or BIOL213 or PSYC240]

BIOL365 Calderwood 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 workshopping 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.
Biology (BIOL)

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

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
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: A-F
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: A-F
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: Cr/U
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: A-F
Credits: 0.25
Gen Ed Area: None
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
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, ENV5210
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 ENV5220] OR [BIOL290 or BIOL590 or ENV5286] OR [BIOL216 or ENV5216]

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]

BIOLS27 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 MB&B196] 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, ENV5337
Prereq: [BIOL182 or MB&B182]

BIOL538 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

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

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, ENV5242
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: A-F
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
BIO544 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: Cr/U
Gen Ed Area: NSM-BIOL
Credits: 0.25
Prereq: BIO182 OR E&ES197

BIO545 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
Gen Ed Area: NSM-BIOL
Credits: 1.00
Prereq: BIO182 AND NS&B213 OR BIOL244, NS&B244

BIO546 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
Gen Ed Area: NSM-BIOL
Credits: 1.00

BIO547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of neuroscience.
Offering: Host
Grading: A-F
Gen Ed Area: NSM-BIOL
Credits: 0.25
Prereq: BIO182 OR E&ES197

BIO548 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: BIO182 OR E&ES197

BIO549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

BIO550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

BIO554 Comparative Animal Behavior
An introduction to the study of animal behavior, this course will examine the factors that control the behavior of vertebrates and invertebrates within evolutionary, social, and physiological contexts. All animals face similar challenges, and we will examine the common and sometimes unique behavioral strategies used to meet these challenges.
Topic will include feeding and foraging, communication, agonistic interactions, parent care, hormonal modulation, and more. As this course explores the scientific study of animal behavior, students will also get introduced to some basic data analysis tools using computational notebooks to explore data from a small subset of the assigned primary articles.
Offering: Crosslisting
Grading: A-F
Gen Ed Area: NSM-BIOL
Credits: 1.00
Prereq: BIO182 OR MB&B182 OR (BIOL196 or MB&B196) OR [NS&B213 OR BIOL197 OR E&ES197] OR BIOL182 OR PSYC240

BIO555 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

BIO571 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
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 Che Guevara), but also 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: Cr/U
Credits: 0.25
Gen Ed Area: None
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,
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 throughout 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

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

CGST214 Language Shift, Change, and Loss

South Asians (India and Pakistan) are multilinguals or at least bilinguals. Most of the world’s population is at least bilingual, if not trilingual or more; nevertheless, fluent bilingualism in the United States is relatively uncommon, and biliteracy is even more rare. However, much of the research on language development and bilingualism has been conducted in the United States, even though we (USA) are a “minority world population” in these matters and we interpret the research findings in ways that most of the world’s multilingual speakers would find unusual. In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or “bilingualism from the crib”) and sequential bilingualism (learning a second language, or more, after the first language is established). We will explore language shift (from mother tongues to majority language), and change and loss from South Asians’ perspectives and how these perspectives are different from and similar to the rest of the world, and consider what should be done for language maintenance.

Offering: Host
Grading: OPT
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 intersections 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

CGST215 What is (a) Language?

Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc.
This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We’ll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We’ll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology.

While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we’ll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL337
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 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

CGST224 Living a Good Life: Chinese Lab (CLAC.25)

This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.25
Gen Ed Area: SBS-PHIL
Identical With: PHIL151
Prereq: None

CGST225 Living a Good Life: Greek Lab (CLAC.25)

This optional "lab" class is intended for students (1) who have taken or are currently taking Phil 210: Living a Good Life; and (2) who have little or no exposure to Classical Greek. Each weekly session will introduce students to aspects of Attic Greek--the written language of most of the Greek texts we will be studying this semester. Students will be able to read (in Greek) and discuss (in English) key passages from Aristotle’s Nicomachean Ethics and Epictetus’ Encheiridion, on which the Living a Good Life course is partly based. No previous knowledge of Greek (classical or modern) is necessary.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.25
Gen Ed Area: SBS-PHIL
Identical With: PHIL152
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
the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have
a history due to various invasions and conquests of the area. The Tuareg people of
Northwest Africa have written language for almost 3000 years, although it was disrupted throughout
the centuries. They have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC)
and the Tamzight language as a secondary national language.

The objectives of this course are: 1. To introduce students to the sounds and
script of Tifinagh; 2. To teach students basic conversation and essential elements
of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: LANG160
Prereq: None

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.

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
shape the experience of death; and how these were addressed in the classical
period.
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

CGST252 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the
art of Chinese calligraphy through calligraphy practice. They will learn about the
characteristics of Chinese calligraphy from the “Four Treasures of the Study,” as
the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will
understand the development history of Chinese calligraphy from five basic scripts
of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu),
and Cursive (caoshu). The course focuses on imitation and practice of the
Standard script kaishu. Prerequisite: Current or future Chinese class students are
preferred.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-CEAS
Identical With: CHIN303
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

CGST256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC.50)
This course will address a variety of aspects of traditional and modern
Korean culture, ranging from traditional cuisine, music/art, religion, and
the modernization of Korea in the 20th century to the Korean Wave, films,
education, and the history of Korean pop music. Video clips, movies, and other
multimedia materials will be utilized to better facilitate students’ learning of
Korean culture and heritage.

This course will be conducted mostly in Korean. Students who have either
completed one or two years of Korean or meet the language fluency equivalent
are encouraged to take this course. Native speakers of Korean and heritage
speakers are also welcome.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: KREA256
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

CGST266 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use and Conservation (CLAC 1.0)
This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as well as the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs’ projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. 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: ENVS294, LAST290
Prereq: SPAN221

CGST267 Current Environmental Issues in Latin America (CLAC 1.0)
This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs’ projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. 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: ENVS294, LAST290
Prereq: SPAN221

CGST268 Food Security and Environmental Conservation (CLAC 1.0)
In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations’ objectives of the millennium. Students will look at particular cases in Latin America. 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: ENVS297, LAST298
Prereq: SPAN221

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 Kekilli, 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
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 provoking 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 create an opportunity precisely for this kind of access and a better informed and nuanced conversation.

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 provoking 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 Réé, 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," and

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: HA-GRST
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

CGST321 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects to be presented to the whole cohort. Readings cover theory and methods in Applied Theatre, community-based case studies, and articles related to the chosen themes. The readings are contextualized to the diverse lived realities of the course’s participants as well as to our globalized society.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CGST
Identical With: DANC320
Prereq: None

CGST322 Storying and Re-Storying (Storytelling for Social Change) - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students must have proficiency in Spanish equivalent to SPAN 112. When we consciously appropriate the power of stories to collectively reimagine our world, we turn the word story into a verb. We "story" our world. When our "storying" seeks to transform a system founded on unjust stories, we are "restorying" our world. This course begins with our human ability, and need, to tell stories, examining how we use them for communication, as well as how we become empowered or disenfranchised by them. Based on the realities present in our communities (our local community of place, college campuses, cities, neighborhoods, spiritual communities, etc.), students work with their counterparts, combining theory with practice, to create and tell stories with the goal of identifying shared conflicts and inspiring change. Since stories are told in many ways, the course engages the "telling" through various methods: writing stories and poems, Spoken Word, coloring/drawing, mapmaking, and moving our bodies. In each project, we implement the elements of storytelling, balancing distinct narrative traditions, such as myth and legend, with influences of the modern world. Readings look at a wide array of narrative theory and methods, focusing on storytelling as a form of creating and expressing knowledge. The course concludes with the interweaving of local and international stories into "our stories."

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CGST
Identical With: DANC322
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

CGST340 Identity and “Pacha” (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador  
This course is taught from Ecuador by our study abroad partner, Pachaysana.  
According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the “everything around and inside us.” This course asks students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to “place and space,” exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (alpka in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine “who we are” as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.  
Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-CGST  
Identical With: ANTH241  
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: OPT  
Credits: 0.50  
Gen Ed Area: SBS-REES  
Identical With: RUSS350, REES350, RULE350  
Prereq: RUSS202

CGST350 Twentieth-Century Russian Poetry (CLAC .50) 
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovskiy, Mandelshtam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).  
Offering: Crosslisting  
Grading: OPT  
Credits: 0.50  
Gen Ed Area: SBS-REES  
Identical With: RUSS350, REES350, RULE350  
Prereq: RUSS202

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 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-HIST  
Identical With: ANTH241  
Prereq: None

CGST412 Group Tutorial, Undergraduate  
Topic to be arranged in consultation with the tutor.  
Offering: Host  
Grading: OPT

CGST413 Israeli Cinema (CLAC 1.0)  
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward 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. 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. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan’s Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CJST, SBS-CJST
Identical With: CJST413, HEBR413
Prereq: None

CGST414 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the a parent film course, taught in English. This course is targeted toward 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. 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. Scholar visits will be part of the course, and students will attend cultural enrichment activities as part of the course curriculum. This course may be repeated for credit. This course is part of Wesleyan’s Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CJST414, HEBR414
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: CSP480
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)

CJST150F Four Bar Mitzvahs and a Funeral: Being Young and Jewish in America (FYS)
How is the American Jewish experience viewed from the perspective of Jewish children and young adults? This course will discuss depictions of Jewish coming-of-age in American popular culture. We will examine various age groups--from elementary school to college; and through various art forms--literature, film, and television ("Are You There God? It’s Me Margaret," "The Plot Against America," "An American Tail," "Wet Hot American Summer," "A Serious Man," "Superbad," "Booksmart," "Glee," "The O.C.," "Big Mouth," "Never Have I Ever," among others). Analyzing these works together will illuminate different facets of Jewish American life including immigration, assimilation, education, tradition, family, anti-Semitism, and more. They will also allow us to broach more universal questions surrounding representation, identity, and the complex relationship between popular culture and society.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CJST150F, RELI150F
Prereq: None

CJST151 What is Religion? JewBus, Museums, and the First Amendment
Why did the FBI assault the Branch Davidians’ compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, 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
Prereq: None

CJST151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians’ compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, 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: RELI151F
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: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: RELI222, FGSS222
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. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and “the third generation.” These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German 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 personal discussions 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. Students need to read Olga Grjasnowa’s “All Russians Love Birch Trees” prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.

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 as well as the Center for Jewish Studies distinguished Visiting Professor. 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
and will follow the shift they represent in the current Israeli experience turning society. During the course, the students will explore past and contemporary films the years into a means of expression for ethnically defined subcultures within originated as a tool for establishing a unified national identity evolved over founded as a melting pot for all Jews and became sectorial. Israeli cinema

Full PDF - DRAFT COPY
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

CJST281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island—"the only democracy in the Middle East" or the only Western state in the region—surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM281, RELI281
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
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 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward 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. 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. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan’s Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CJST, SBS-CJST
Identical With: CGST413, HEBR413
Prereq: None

CJST414 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the a parent film course, taught in English. This course is targeted toward 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. 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. Scholar visits will be part of the course, and students will attend cultural enrichment activities as part of the course curriculum. This course may be repeated for credit. This course is part of Wesleyan’s Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CGST414, HEBR414
Prereq: None
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.

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."

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."
Offering: restagings of “Othello”; and attempts to decolonize “The Tempest.” Vietnam War-era renderings of “Henry V”; civil rights and anti-apartheid era feminist reimaginings of “The Taming of the Shrew”; Second World War- and filmic productions and adaptations. We will trace first-, second-, and third-wave Shakespeare plays both in their own time and place, and in later theatrical and contestation. This class considers the “revolutionary” dimension of four rendered the Shakespearean canon a site of subsequent social and cultural his works on stage and screen during times of revolutionary change have built, commercial playhouses. Innovations in dramatic form and genre, which early colonialism, global trade, and the emergence of the first, purpose-the rise of print culture, the transition from feudalism to mercantile capitalism, religious, economic, and cultural change, including the Protestant Reformation, 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

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

CHUM233 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, THEA233
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

CHUM274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire’s control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States’ successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanuan (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai’i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanuan, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Édouard Glissant’s concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: LAST274, AMST289, SPAN274
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
CHUM281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas. In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today’s political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today’s discourse.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CJST281, RELI281
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 "pervasive" 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 ameliorate 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: 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”; Sylvi 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

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)conceptualize the human, ecological relations, and Earth itself. Texts engaged 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
Identical With: AFAM312, E&S125, FGSS301
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

Full PDF - DRAFT COPY 359
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 desire.

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  
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

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—and, 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

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 Plato's solution to the art market and the patron class.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-CHUM  
Identical With: PHIL306, COL335  
Prereq: None

Center for the Humanities (CHUM)
**CHUM333 About Clothes: Styles, Histories, Activisms, Poetics**

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 eighteenth 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 examples of how the work, products, and pleasures of this multi-billion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking always about connections between style and sexuality, we will look also at ritual, political, and medical uses of clothing. Throughout, you will conduct your own experiments at the intersections among language, 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. We will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester’s theme of Ephemeral.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENGL312, FGSS333, THEA333
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, WUT325
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 Arab 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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENGL357, AFAM336
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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENGL321, THEA337
Prereq: None

**CHUM339 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution**

The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."
In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) 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 macrohistory? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macrohistorical 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 reimagining.

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 psychoacoustical 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

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 synphonic 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 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 televisualy 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

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 interdisciplinary 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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: ANTH355, FGSS355, AMST357
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, LGBQT, and poor folks who resided 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

CHUM361 Queer & Trans Erotic Archives
Is it possible to capture and archive ephemeral, flickering pleasures? This course addresses this question by problematizing the relationship between embodied pleasures and affective memories on the one hand and historical analyses on the other. Based on Derrida's critique of archives' selective preservation mechanisms and repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repair?

The class will also encourage students to think about the ethics of reparation/reparation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repair?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: FGSS361
Prereq: None

CHUM362 Visualizing Black Remains
This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of repatriation/reparation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repair?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: AFAM363, ANTH362, ENGL363, FGSS362, THEA362
Prereq: None

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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: COL363, FREN363, MDST363, THEA363
Prereq: None

CHUM364 Shakespeare's Islands

How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENGL377, THEA346
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
Prereq: None

CHUM371 Afro-peessimism, Gender, and Performance

This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe’s colonies that are housed in the archives of European cultural institutions.

The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer’s body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars’, artists’, and activists’ response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: AFAM370, FGSS381, THEA373
Prereq: None

CHUM374 Abolition and Social Praxis

This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: AMST374, FGSS374, SOC280
Prereq: None

CHUM376 Theorizing Subjection Beyond Contract and Consent

What modes of subjection does political life elicit from us, and how do they underpin and challenge our ideas of consent? Can we give genuine consent when we have already been subjected to parental authority? When we have unconscious desires we cannot avow? When we lack meaningful control over the norms that constitute our political, social, psychic lives? This class examines the centrality of the notion of consent to the liberal democratic order, and how it requires a prior mode of subjection that the liberal subject cannot knowingly or willingly consent to. In Unit 1, we read classic formulations of the liberal individual who consents to political rule (Locke, Hobbes, Rousseau). We look for the ways these theorists presuppose and disavow practices of subject formation that are beyond consent—parental authority, the informal authority of mores and norms, deception, precarity, ideology. We then read critiques of the social contract tradition that highlight the constitutive exclusions of liberalism, and ask how consent bears upon subjects that are constituted by the state as included others (Pateman, MacKinnon, West, Mills, Simplican). In Unit 2, we
read critiques of the liberal subject that interrogate the possibility of genuine consent, examining issues of false consciousness (Marx, Marcuse), self-opacity and the unconscious (Freud, Benjamin), discursive constitution (Foucault), and performativity (Butler). We use these thinkers to interrogate the distinctions underpinning liberal notions of consent, such as autonomous and heteronomous, authentic and inauthentic, public and private. In Unit 3, we examine how the notion of consent is changing in our current political moment, in which the liberal democratic state is waning, but the notion of consent persists, such as under neoliberalism (Brown, Feher, Berlant), sexual assault (Kessel, Halley, Murray), and right-wing movements (Grattan, Anker). We close by considering what might be alternatives to and reconfigurations of this model of consent (late Foucault, Maxwell).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: AMST378
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

CHUM385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: FGSS385, AFAM385, HIST332
Prereq: None

CHUM388 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands—both fictional and real—as case studies for the aesthetic, political,
and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matejevic's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: COL389, MDST360, WLIT340, ITAL289
Prereq: ITAL112

CHUM391 Unsovereign Elements, Caribbean Poetics
This course offers portals and obstacles of anticolonial imagination through studies of Caribbean literary and conceptual forms and life ways, imperial cartographies of Caribbean lands and waterways, as well as that which has historically eluded those cartographic schema of space, property, and labor. We will focus on historical marronage, foodways, maritime law, naval and commercial cartography, theories of sovereignty, and the "unsovereign elements" (i.e., especially water and wind) in the ecosystems of unruly Caribbean places. By "Caribbean places," the professor means the archipelago (of many smaller archipelagos), and a both rhizomic and guarded site of imaginaries, knowledges, expressive forms, wars, massacres, invasions, and epistemes partly produced by and lodged in particular ecological formations. Conceptually, the course thinks from Caribbean studies, Black critical theory, Black studies, as well as some recent conversations between the latter and North American Indigenous Studies. The historical frame of the course begins circa 1492 and will hover into the 19th century era not only of emancipation, but also of abduction, re-enslavement, and anti-emancipation, partly through "contemporary" Caribbean literature, in addition to primary, historical texts and maps.

We will study digitized versions of maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilots, ledgers, letters, legal meditations), including the writings of Christopher Columbus, Moreau de Saint Mery, and Baudry des Lozieres. The guiding, inter- and un-disciplinary sources for this course's anticolonial imagination come from Colin Dayan, Sara Johnson, Evelyne Trouillot, Sylvia Wynter, Robin Derby, Joji Minaya, Maryse Conde, Aleda Carpentier, Edouard Glissant, Jacques Derrida, Beatriz Santiago Munoz, Demetrius Eudell, Anne Eller, Dixa Ramirez D'Oleo, and others.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENGL391, AMST381, AFAM391
Prereq: None

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)

CSPL115 Community Gardening (FYS)
This course will provide students with skills and hands-on training so they can garden and grow food for themselves and their community.
Students will participate in UConn’s Master Gardener Program, which has been offered to members of the community for 40 years and is well-respected in the gardening and farming community. Course topics will include: "botany, plant pathology, soils, entomology, pest management (IPM), woody ornamentals, herbaceous ornamentals, vegetables, trees and small fruits, turf grass, invasive plants, weeds, water quality, environmental factors affecting plant growth, and diagnostic techniques for the home gardener."

Hands-on training and application of the skills learned from the UConn Master Gardener Program will take place at Long Lane Farm on Wesleyan University’s campus or at home for students learning remotely.

Students who complete this course will receive a certificate and name badge designating them as a University of Connecticut Certified Master Gardener.

This course is offered in partnership by the College of the Environment, Allbritton Center for the Study of Public Life, and UConn Extension Master Gardener Program.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-ENVS
Identical With: ENVS125F
Prereq: None

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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: WRCT115F
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
CSPL135 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: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CIS
Identical With: CIS135
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-GOV
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

CSPL208 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST208, AMST288

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, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into 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 disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students’ writings will inform the instructor’s writing—as the veteran’s pro bono legal counsel—of a discharge upgrade brief.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: WRCT211
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: A-F
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.

What strategic, 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. In addition, we will discuss the recent and ongoing social activism in the U.S. focusing on police violence, Black Lives Matter, voting rights, and the aftermath of the U.S. elections. We will allow time to discuss events that may occur in real time over the course of the semester. 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 mantel 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: WRCT237
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/) and reSET (resetco.org/about/), a Hartford-based nonprofit whose mission is to advance the social enterprise sector, with support from CTNext (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, reconiler, 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: WRCT250
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 turpil. 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.
problem, as well as the current "solutions landscape." A "whole system map" that documents the economic, political, and cultural factors behind their contexts that surround them before seeking solutions.


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/

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.


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/
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

CSPL275 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 various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention, and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARST265
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/ay9xaX6n1wbxiHU7) 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.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: WRTC300, RL&L350, AFAM320
Prereq: None

CSPL302 Senior Seminar for Civic Engagement Minor
In this partial-credit seminar, the candidates for the Civic Engagement Minor 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 their Practice of Democracy 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 capstone presentation to the group.
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-states: 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

CSPL308 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST308, AMST246
Prereq: None

CSPL311 Community Impact Practicum: Building Capacity to Support Educational Enrichment
In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational 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 also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester.

Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.

Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-EDST
Identical With: EDST311
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).

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 Social and 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: OPT
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
CSPL318 Global Populism and the U.S. 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 they have 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, working on an individual project, 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

CSPL322 Methods and Frameworks for Understanding and Overcoming Health Disparities
In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health’s capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: SISP322
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: OPT
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 sociopolitico 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, Lilith Fair, and Bonnaroo, 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 adaption.
Offering: Host
Grading: A-F
Credits: 1.50
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

CSPL357 Saving the Republic: Lessons from Plato for our Time
More than two thousand 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 The 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 The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular role in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play’s themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic’s relevance for contemporary United States.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRTC357, GOVT357
Prereq: None

CSPL357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand 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 The 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 The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular role in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play’s themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic’s relevance for contemporary United States.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRTC357, GOVT357
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

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
Students will read past examples of thought-provoking and influential political and social thought, public policy, media criticism, and much more.

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 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

CSPL3902 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
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

CSPL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

CSPL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

CSPL405 Ideas into Practice

Through this course, students can earn one quarter-credit per year for participating in Ideas 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.

Ideas 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; 4) meetings with assigned advisors. 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 2021-22 academic year, course registration is limited to students 1) in the Class of 2025; 2) who completed the course in 2020-21. If approved, students must also register for the Ideals into Practice program through the Gordon Career Center. This course may be repeated for credit.

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 2021-22 academic year, course registration is limited to students 1) in the Class of 2025; 2) who completed the course in 2020-21. If approved, students must also register for the Ideals into Practice program through the Gordon Career Center. This course may be repeated for credit.

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

CSPL470 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

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

CSPL481 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

CSPL482 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)

CHEM115 Chemistry in Your Life
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-CHEM
Prereq: None

CHEM115F Chemistry in Your Life (FYS)
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-CHEM
Prereq: None

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

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: NSM-CHEM
Prereq: None

CHEM121F Molecules on the Menu: From Classic Cuisine to Molecular Gastronomy
Cooking and baking are, at their core, chemistry in the kitchen. The taste, texture, structure, and appearance of our favorite foods result from the interactions—and reactions—of molecules. This course will explore the way that molecules interact with one another during the preparation of different recipes as well as how these molecules respond to external physical factors such as heat, cold, or stirring to give the final tasty result. By understanding what is happening when we follow a particular recipe, we will discover how to adapt recipes to our own tastes, troubleshoot recipes in different situations, and substitute ingredients.
The course will include a combination of lectures, cooking demonstrations, and weekly short experiments during which we will seek to answer questions such as: What is a cookie? How does one cook a "perfect" egg? Is it possible to cook without applying heat?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM
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: NSM-CHEM
Prereq: None

CHEM137F The Self-Made Tapestry: Pattern Formation in Nature (FYS)
The natural world is filled with intricate patterns: for example, the characteristic stripes and spots of animals, the shifting landscapes of wind-blown desert sand dunes, the hexagonal forms of honeycombs, the near perfect six-fold symmetry of snowflakes, the branching patterns of arterial structures, convection patterns in fluids, and the forms of soap films. Research suggests that many of these diverse patterns arise from a few relatively simple mechanisms that are independent of the fine details of each system. We will examine a wide range of these natural phenomena to develop insights into how complex morphologies may appear from a few simpler pattern-forming principles.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM
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

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 second semester is mostly the quantitative application of concepts. Topics 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 General Chemistry II
CHEM 142Z 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.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM
Prereq: CHEM141 OR CHEM14IZ

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

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. CHEM 152 is offered in both the fall and spring semesters.
Students who place directly into CHEM 144 with advanced placement credit must take this laboratory course if they intend to take CHEM 257 in a future semester.
Students who place directly into CHEM 251 with advanced placement credit do not take this laboratory course. These students should enroll directly into CHEM 257 instead.
Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: NSM-CHEM
Prereq: None

CHEM152Z 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.
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 with a firm foundation for success in CHEM 251.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM

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
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**
CHEM 258 is offered as an experience to reinforce the concepts learned in organic chemistry lecture courses and to provide hands-on experience to safely carry out basic organic synthesis laboratory techniques. This course will provide students with advanced experience in organic chemistry laboratory experiments. Students will learn to assemble laboratory apparatus for basic experimental techniques such as vacuum filtration, recrystallization, reflux reaction setup, simple distillation, melting point analysis, and thin layer chromatography.

**Offering:** Host
**Grading:** OPT
**Credits:** 0.50
**Gen Ed Area:** NSM-CHEM
**Prereq:** (CHEM251 AND CHEM257)

**CHEM296 Braving the Elements: A Calderwood Seminar in Public Writing about Chemistry**
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** None
**Prereq:** CHEM252

**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**

**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 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.

**Offering:** Host
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-CHEM  
Prereq: (CHEM142 AND CHEM152) OR (CHEM144 AND CHEM152)

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])

CHEM323 Biochemistry of Neurodegenerative Disease  
Broadly defined, neurodegenerative disease occurs when a specific class of neuron dies and thus fails in its biological action. In this course, we will delve into the many different, intricate ways neuron death can occur and cause disease. From the chemistry of neurotransmitters, aggregation of proteins, and the collapse of neuromuscular junctions, many areas of the neurobiology can go awry.

The focus of the course will be on understanding the complex interplay of small molecules and proteins that keep neurons healthy and functional. In this course, we will use current primary literature and lecture to understand the varied topics. This course aims to improve skills in reading and analysis of primary literature as well as the written and oral presentation of scientific findings.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-CHEM  
Prereq: BIOL181 AND CHEM252

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: BIOI342, CISI342, MB&B342
Prereq: CHEM252 OR MB8208

CHEM345 Molecular Spectroscopy
This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules and vibrational normal mode analysis, and other topics will be covered dependent upon class interest.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM
Prereq: None

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

CHEM373 Principles of Polymer Chemistry
The commercialization of plastics in the 20th century revolutionized our materials economy. In this course, we will examine the foundational principles of macromolecular chemistry, including polymer properties, synthesis, and characterization. Not only will we study the founding of polymer science, we'll look to the future and examine how we can design more sustainable materials.

(This course will be offered by Dr. Benjamin Elling, who will be joining the department this summer.)

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: CHEM251

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
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:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** NSM-CHEM  
**Prereq:** MB&B381, MB&B382  
**Identical With:** MB&B381, MB&B581, MB&B582

**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  
**Prereq:** None

**CHEM383 Biochemistry**

This rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** NSM-CHEM  
**Prereq:** MB&B381

**CHEM384 Biochemistry**

This course is addressed to undergraduate and graduate students interested in biochemical 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  
**Prereq:** MB&B386

**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  
**Prereq:** MB&B387

**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  
**Prereq:** MB&B208

**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 prediction/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&ESS500, 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
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: 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

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

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)

CHEM594 Braving the Elements: A Calderwood Seminar in Public Writing About Chemistry
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to
policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: None

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: MBBB208 OR BIOL265 OR CHEM381 OR CHEM325 OR MBBB335 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: OPT
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: OPT
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: OPT
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: OPT
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: OPT
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, overseas 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: CHIN230

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

CHIN303 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the art of Chinese calligraphy through calligraphy practice. They will learn about the characteristics of Chinese calligraphy from the “Four Treasures of the Study,” as the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will understand the development history of Chinese calligraphy from five basic scripts of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu), and Cursive (caoshu). The course focuses on imitation and practice of the Standard script kaishu. Prerequisite: Current or future Chinese class students are preferred.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-CEAS
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

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

CHINA65 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

CHINA66 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)

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
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 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: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
the region has been replete with social movements. This course assesses the

Despite East Asia's reputation for acquiescent populations and weak civil society,

CEAS205 Democracy and Social Movements in East Asia
Prereq: None
Gen Ed Area: HA-CEAS
Credits: 1.00
Offering: Host
Grading: A-F

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.
Prereq: None
Gen Ed Area: SBS-CEAS
Identical With: GOVT281
Grading: A-F
Credits: 1.00

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.
Prereq: None
Gen Ed Area: HA-CEAS
Grading: A-F
Credits: 1.00

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.
Prereq: None
Gen Ed Area: HA-CEAS
Grading: A-F
Credits: 1.00

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,
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: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: WLIT225
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 "Koreaness," 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 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
Identical With: FILM230
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
Identical With: WLIT225
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: HIST399, ENV399, HIST399
Identical With: HIST399, ENV399, 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: SBS-HIST
Identical With: HIST225, ENVS399, SISP399
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, Shoichiku’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.
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: Cross listing
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI207F
Prereq: None

CEAS218 "Other Chinas": Literature from Taiwan, Hong Kong, and Sinophone Southeast Asia
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 striving 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 "Sinic-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.
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, ENV5223, WLIT224*  
*Prereq: None*

**CEAS224 Modern China: States, Transnational, 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: OPT*  
*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: HIST226, 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-REL*  
*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 Breur, and Julie Taymou, 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 breaking dance 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

CEAS237 Representations of Gender and Sexuality in China
This course explores the multifarious representations of men, women, and gender in literature, visual arts, philosophical texts, and historical narratives. It aims to provide an interdisciplinary reflection on conceptions of men, women, and gender: how they were created and transformed in history, how they reflect the power relations between men and women, and how they have further influenced the performance of gender in daily life.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
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: 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 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: 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 a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. Please note that the locations for the different sections of this course are NOT all listed below. For details of the locations of each class session and breakout section, please see the course website: https://livingagoodlife.wescreates.wesleyan.edu/.

Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.25-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.

Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL210, COL210
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
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: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Prereq: None

CEAS256 Neo-Confucian Philosophy

This course presents critical discussion of issues central to Neo-Confucian (11th–19th centuries CE) philosophers that in many cases are still central in East Asian 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. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.

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

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 as 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 premodern 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
Offering: approaches using both secondary and primary sources. of specific diseases such as cholera, tuberculosis, and plague from different as some basic issues in the history of science and some important examples and Japanese--are, of course, underlying themes throughout. We will examine through multiple disciplinary approaches, including biology, epidemiology, is to consider how historically, diseases and epidemics are best understood and Japanese 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: 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: OPT 
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. 

This course will be taught fully remote in spring 2021 in order to make it possible for students located abroad to take the course. There will be voluntary opportunities for in-person interactions at several points during the course for those who are located on campus. 

Offering: Crosslisting 
Grading: A-F 
Credits: 1.00 
Gen Ed Area: SBS-GOVT 
Identical With: GOVT273, ENV273 
Prereq: None 

CEAS274 Pirates, Traders, and Colonial Settlers in Maritime East Asia

Between the 17th and mid-20th centuries, Mariners, traders, and adventurers from different parts of the world converged on East Asia to profit from trade and military conflict. Situated at crossroads of global trade networks, port cities of Canton and Nagasaki, as well as the islands of Taiwan, Tsushima, and the Ryukyus, became sites of political contestation. This course looks at how pirates, traders, and colonial settlers in maritime East Asia reshaped the economic and political order of the modern world. 

Offering: Crosslisting 
Grading: OPT 
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 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—a 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: A-F
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
How do different social actors—musicians, fans, industry stakeholders—use music to tell stories of everyday life? How does music become a site at which different visions for social, cultural, and political life are imagined and articulated, especially in moments of crisis and upheaval? This course introduces the work of influential musical figures in modern and contemporary Japan—from rock stars to folk singers, enka crooners to “idols”—and considers trends and topics in modern Japanese society through the lens of different forms of musical expression. By considering the work of these figures in their own historical contexts and in light of relevant scholarship, the course provides an opportunity to learn not only about songs and artists not often encountered outside of Japan, but also about the everyday historical, social, and political contexts within which they were/are embedded—and to which, often, they aim(ed) to speak back.
Offering: Host
Grading: OPT
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, ENV5291
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
Identical With: WLIT226
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

CEAS298 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the “heart that precedes words” in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of “saying the unsayable” in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.

Offering: Host

Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: PHIL297
Prereq: None

CEAS300 Storytelling in Japan’s Empire (and its Aftermaths)
This course introduces different forms of storytelling in the Japanese Empire (1868-1945), and considers how the ghosts of Empire continue to haunt storytelling in the postwar era (1945 ~ ), as well. By considering texts (in English translation) produced by different individuals navigating everyday life in disparate locations across the Empire (including Korea, Taiwan, and the “home islands” of Japan itself), the course aims to move beyond historical timelines of “big events” and introduce the material realities and struggles, the complexities and contradictions of everyday life under Empire. Although it certainly takes up literary “texts” in the traditional sense of short stories, novels, and poetry, the course understands storytelling as occurring through a range of mediums, including film, music, and manga/graphic novels. By considering a disparate selection of literary, musical, and filmic stories from this period, it strives 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
Identical With: WLIT333
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: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: FILM232
Prereq: None

**CEAS308 Comparative Urban Policy**

Cities are home to more than half of the world’s population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now—individually and collectively—major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives—from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global North are learning from the cities in the global South, and how cities are bypassing toxic partisan politics in their nations’ capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the City of Middletown.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOV
Identical With: GOVT308, ENVS308
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/kinds 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

**CEAS325 Challenges to Democracy in East Asia**

This upper-level seminar course examines the contemporary challenges to democracy in East Asia. The main questions we will address through the course readings and class discussions are: Is there a crisis of East Asian democracy? What are the challenges to democracy in East Asia? Are these challenges unique to East Asian democracies?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: GOVT305
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: OPT
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: ENGL  
Identical With: ENGL295, COL339, CLST393, 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. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. 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: OPT  
Credits: 1.00  
Gen Ed Area: RELI  
Identical With: RELI229, WLIT273  
Prereq: None  

CEAS346 Contemporary East Asian Cinema  
This is a seminar on comparative narrative and stylistic film 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, cultural, 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 Bai Xue, Bong Joon-ho, Peter Chan, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kita Takeda, Kore-eda Hirokazu, Jia Zhangke, Kon Satoshi, Lee Changdong, Mizoguchi Kenji, Ozu Yasujiro, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, and others will be featured.  
Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-FILM  
Identical With: FILM346, WLIT326  
Prereq: FILM304 OR 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, Kita Takeda, 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: OPT  
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

CEAS372 Hong Kong Cinema
This course offers an introduction to the dynamic history, culture, and aesthetics of Hong Kong cinema from 1960 to the present day. The course will explore the factors that enabled the Hong Kong film industry to become a local and global powerhouse, 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 Yeun Kwai, Yuen Woo-ping, and others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM372, WLIT327
Prereq: None

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 worshippers 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 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, 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: FG5390, WLIT322
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 those terms 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 everyday 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
Identical With: WLIT395
Prereq: None

CEAS397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. The imagined city of cinema is born at the intersection of mental, physical, and social space. Bringing together a range of cinematic practices and urban experiences, the course will explore how the imagined city becomes the site of the rhythms and movements across Asia--from a space of possibility (conjugal relations and social mobility), to a site of urban poverty, crime, religious violence, gender politics, and migration.

We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Thailand, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM397
Prereq: FILM304 OR FILM307

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: A-F

CEAS403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

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 Thesis Seminar (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: Host
Grading: A-F
CEAS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

CEAS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CEAS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CEAS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CEAS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CEAS413 Korean Drumming and Creative Music
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing).

Through the janggo, 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: MUSC416
Prereq: None

CEAS414 Korean Drumming and Creative Music Advanced
This course offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are 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 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, bowed fiddles, bamboo and reed flutes, and percussion. 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
CEAS460 Introduction to Sumi-e Painting
We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARST261
Prereq: None

CEAS461 Alternative Printmaking: Beginning Japanese Woodblock Technique
Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARST261
Prereq: None

CEAS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: None

CEAS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: None
Prereq: None

CEAS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

CEAS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

COLLEGE OF INTEGRATIVE SCIENCES (CIS)

CIS115 Experiential Design and Application
This course, co-taught with Director of Physical Plant Operations Mike Conte, will allow students to work directly with Facilities employees to design and execute modifications and repairs to existing Wesleyan spaces. The specific projects will change from semester to semester, but could include designing and building informal learning spaces, 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
Offering:

completing the culminating final project related to their specific interests.

the course, students will be invited to apply the skills learned in the course to

with a broad background with various motivating factors lead them to enroll in

programming, many of which are common to all programming languages, as

within the context of MATLAB. The course will cover essential mechanics of

will be to develop algorithmic thinking, problem solving, and quantitative skills

programming and solve basic problems. We will operate on the assumption that

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

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

Gradning: 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

Gradning: Cr/U

Credits: 0.50

Gen Ed Area: SBS-CIS

Identical With: CSP1135

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

Gradning: 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

Gradning: OPT

Credits: 1.00

Gen Ed Area: NSM-CIS

Identical With: WRCT150F

Prereq: None

CIS154 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: Crosslisting

Gradning: OPT

Credits: 0.50

Gen Ed Area: NSM-QAC, SBS-QAC

Identical With: QAC154, IDE1A154

Prereq: None

CIS160 Life in the Oceans in the Anthropocene and Beyond

Little is known about life in the deep sea, the largest habitat on Earth, even

about the largest animals living there, such as the giant squid. Humans, however,

are severely affecting even these most remote areas of our planet, and wildlife

populations in the oceans have been badly damaged by human activity. We will

look at the amazing diversity of ocean life and the disparate building plans of

its animals, and see how oceanic ecosystems are fundamentally different from

land ecosystems. Then we will explore how human actions are affecting oceanic

ecosystems directly, for instance by overfishing (especially of large predators

and filter feeders), addition of nutrients (eutrophication) and pollutants, and

the spread of invasive species, as well as indirectly, through emission of carbon

compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean

acidification and global warming, affecting the all-important metabolic rates of

ocean life, as well as oceanic oxygen levels and stratification, thus productivity.

We will try to predict the composition of future ecosystems by looking at

ecosystem changes during periods of rapid warming in the geological past and

see whether future ecosystems will become dominated by jellyfish, as they were

600 million years ago.

Offering: Crosslisting

Gradning: A-F

Credits: 1.00

Gen Ed Area: NSM-EES

Identical With: E&ES160, BIOL160

Prereq: None

CIS170 Introduction to Mechanical 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

Gradning: Cr/U

Credits: 1.00

Gen Ed Area: NSM-CIS

Identical With: IDE1A70, 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

Gradning: OPT

Credits: 1.00

Gen Ed Area: NSM-CIS

Identical With: IDE1A70Z, PHYS170Z
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 Introduction to Electrical Design & 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: Cr/U
Credits: 1.00
Gen Ed Area: NSM-CIS
Identical With: IDEA175
Prereq: None

CIS210 How Things Fail: Mechanics and Materials
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 Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce how these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.
Offering: Crosslisting
Grading: A-F
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 practical problems involving data from several sources (Twitter, Facebook, airlines,
medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-QAC
Identical With: QAC241
Prereq: None

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: QAC251
Prereq: None

CIS265 Bioinformatics Programming
This course is an introduction to bioinformatics for students with interest in the life sciences. It 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: IDEA285
Prereq: None

CIS307 Experimental Design and Causal Inference
The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs.
We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** 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, 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:** A-F  
**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 MB&B196] 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: CISS40
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 MB&B208

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: OPT
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 biologic 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-EE5
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
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

CIS419 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

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 classic writers of the genre such as Edgar Allan Poe, Agatha Christie, Patricia Highsmith, and Dennis Lehane, and nonfiction works such as "In Cold Blood," David Grann's "Killers of the Flower Moon." 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

COL102 Truth and Lies in Crime Writing
This course will explore a range of crime fiction and nonfiction, from literary classics to genre-based texts. Readings will include classic writers of the genre such as Edgar Allan Poe, Agatha Christie, Patricia Highsmith, and Dennis Lehane, and nonfiction works such as "In Cold Blood," David Grann's "Killers of the Flower Moon." 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: OPT
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

COL114F Freud and Psychoanalysis (FYS)
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, and the range of his relevance and reception in deconstruction (Jacques Derrida), feminism (Elizabeth A. Wilson), and Black Studies (Franz Fanon, Hortense Spillers, and Christina Sharpe).

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: FGSS112F
Prereq: None

COL115 How to Read a Literary Text
This course will introduce students to the practice of close reading and to the formal study of literary texts. Working with selections of poetry and prose (including texts that have been translated from languages other than English), students will learn to analyze and make arguments according to the disciplinary methods of literary studies.

Primary readings will include texts from a wide range of historical periods, national literatures, and cultural contexts. Secondary readings will include exemplary works of literary criticism and theoretical writings on critical method. In addition to performing close readings of the primary texts, we will discuss theoretical problems of genre, author, closure, and ambiguity, along with the limitations of formal analysis and the text/context binary.

The governing purpose of this course is to teach students to perform in the written genre of literary close reading as it is practiced in a college essay. The writing assignments, which will include revisions and workshopping, will be treated as an integral part of our course of study.

Offering: Host
Grading: 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

**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, 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). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How did 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 homosexual, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123F, FGSS123F, MDST125F, WJUT249F
Prereq: None

**COL123Z Love, Sex, and Marriage in Renaissance Europe**

This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? 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 “homosexual” love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123Z, ENGL123Z, FGSS123Z, MDST125Z, WJUT249Z
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:** RL&L130
**Prereq:** None

**COL130F 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 Descartes's philosophical account of the self as a thinking substance ("Meditations") to Kommene's strategies for vindicating her family's political legacy and her own authority to write a history ("Alexiad"), to Shelley's story of monstrousity and belonging ("Frankenstein").

This course equips students to unbind influential texts from their traditional readings using the collaborative and interdisciplinary approach of the College of Letters. 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

**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

**COL138F 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 Descartes's philosophical account of the self as a thinking substance ("Meditations") to Kommene's strategies for vindicating her family's political legacy and her own authority to write a history ("Alexiad"), to Shelley's story of monstrousity and belonging ("Frankenstein").

This course equips students to unbind influential texts from their traditional readings using the collaborative and interdisciplinary approach of the College of Letters. 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
**Identical With:** PSYC138F
**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
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 a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. Please note that the locations for the different sections of this course are NOT all listed below. For details of the locations of each class session and breakout section, please see the course website: https://livingagoodlife.wescrapes.wesleyan.edu/.

Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.25-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.

Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-PHI
Identical With: PHIL210, CEAS253
Prereq: None

COL214 The Modern and the Postmodern
In this course we will examine how the idea of “the modern” develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas—philosophy, novels, music, painting, and photography—and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-HIST
Identical With: HIST214, CHUM214
Prereq: None

COL215 Posthumanism(s)
This course explores how the interdisciplinary scholarship of posthumanism calls the classical philosophical tradition of humanism into question, beginning with the premise that the very idea of being human has always depended on our shifting notions of the ecological, the nonhuman, the subhuman, and the inhuman. Authors will include Donna Haraway, Robert Pepperell, Katherine Hayles, Jacques Derrida, Cary Wolfe, Zakiyyah Iman Jackson, and Fred Moten, among others.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: FGSS214, AMST215
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: OPT
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

COL223 Home Movies: Italian "Families" on Film
What is “the family” in an Italian 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 1950 until today. We will take stock of the “traditional” family and the social values connected to it, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. We will examine family dynamics of affiliation, love, and rivalry; elective families (organized
around crime syndicates, families constituted according to affinity); “failed” families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. After some positioning readings (in sociology, history, and anthropology) that will help set a critical frame for our examination throughout the semester, we will concentrate on film texts which will be among those listed below. This course is conducted in Italian.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week’s activities. In addition, beginning the third week of the semester, students will make 10-15 minute presentations on a secondary film that will serve as a “companion” to the primary text and will thicken our understanding of that week’s themes.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL223
Prereq: ITAL221 OR ITAL222

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, Niccolo 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: CHUM228, PHIL112, HIST140
Prereq: None

COL229 Virtue and Vice in History, Literature, and Philosophy
Beginning with Confucius and Aristotle and reading our way through significant texts of Christianity, humanism, postmodernism, and critical race theory, we will explore the ethics, power, and politics intersecting in ideas of virtue.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: WRCT227, ENGL228
Prereq: None

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students’ ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th–13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA [1499]; the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas’s proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of “the three religions of the book” (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the
exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN230, MDST228
Prereq: None

COL230 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics (“Crime and Punishment” and Thomas Mann’s “The Magic Mountain”), crime fiction (Donna Tartt’s “The Secret History”), and narrative nonfiction (Rebecca Skloot’s “The Immortal Life of Henrietta Lacks” and Gay Talese’s “Honor Thy Father”). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL242
Prereq: None

COL231 Orientalism: Spain and Africa
Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said’s seminal essay, ORIENTALISM, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain’s military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain’s Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain’s full integration, after Franco’s death, into Europe’s military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN264
Prereq: None

COL232 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L234, MDST231, WLI7261
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”
In 1321, Dante Alighieri completes the final cantos of the “Comedy” and breathes his last. In 2021, after 700 years, the “Comedy” has not finished saying what it
has to say. This course provides an in-depth introduction to Dante’s masterwork
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. We examine
the poem as both a product and an interpretation of the world it describes. We also
observe how the “Comedy” casts its long shadow on modern culture: in Primo
Levi’s description of the horror of Nazi concentration camps, or in Amiri Baraka’s
fragmentary representation of America’s infernal racist system. We investigate
the challenges that Dante’s text elicits when it migrates to visual and cinematic
arts (from medieval illuminations to Robert Rauschenberg to David Fincher),
continuously camouflaging and adapting to different media. Major topics of
this course include: representations of the otherworld; the soul’s relation to
the divine; Dante’s concepts of governance and universal peace; mythology and
theology in Dante’s Christian poetics; the role of the classics in the Middle Ages;
intertextuality and imitation; genres and genders in medieval literature; notions
of authorship and authority during the 13th and 14th centuries; the culture and
materiality of manuscripts in the Middle Ages; and the reception of Dante’s work
from the 14th century to the present.

The course combines a close analysis of Dante’s inventiveness and literary
strategies with exercises in analytical 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L226, ITAL226, RELI218, MDST226, WLIT250
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 it 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: OPT
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

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 Revolutionary France and the Birth of Modern Art, 1789-1900
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
perseverance 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: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA240, RL&L240
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: SBS-COL
Prereq: COL241

COL243 Junior Colloquium: The Early Modern Period
This is the third of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major’s junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475 to 1800.
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: COL241

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: CLST118, 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 socioeconomic, cultural, religious, and physical restrictions placed on women writing in the 16th and 17th centuries. Through a selection of literary works, we will examine the ways in which early modern women exercised considerable authorial agency in the poetic-fashioning of the literary tropes, genres, and forms of thought that they inherited. Often re-forming, reinventing, revising, and re-imagining poetic spaces, these women developed their own styles of critique and creation from within their historically specific concerns. This course recovers works that were frequently written out of the study of the early modern during the 18th, 19th, and 20th centuries in order to grapple with the imaginative 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, atheosis, and enlightenment. We will reconsider Foucault's observation that madness is contingent on society by exploring the ways in which perceiveably 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
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...
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, neuropsychology, 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: OPT
Credits: 1.00
Gen Ed Area: HA-COL
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: ENGL260
Prereq: None
and Frederick Pollock. We will also consult works that informed these thinkers. Benjamin, Siegfried Kracauer, Herbert Marcuse, Erich Fromm, Leo Lowenthal, and Theodor Adorno and 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, Siannie Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

In the final third of the course, we will ask about the continued relevance of Frankfurt School Critical Theory by reading a number of thinkers and critics who have carried the concerns of the first generation of critical theorists into the present, such as Nancy Fraser, Moishe Postone, Angela Davis, and Rahel Jaeggi. Finally, students will explore contemporary social, political, and cultural phenomena of their own choosing, using methods drawn from Frankfurt School Critical Theory.

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, Siannie Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament. Of the three, we will focus on the second and third.

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, Siannie Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

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, Siannie Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

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.

COL265 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukács in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies’ inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was sparked by a utopian impulse.

The first two thirds of our course will focus on getting to know and carefully analyzing canonical works of Critical Theory from the 1930s to 1970s. Our central point of reference will be Theodor Adorno and Max Horkheimer’s “Dialectic of Enlightenment” (1944), which we will read in conjunction with essays by Walter Benjamin, Siegfried Kracauer, Herbert Marcuse, Erich Fromm, Leo Lowenthal, and Frederick Pollock. We will also consult works that informed these thinkers. In the final third of the course, we will ask about the continued relevance of Frankfurt School Critical Theory by reading a number of thinkers and critics who have carried the concerns of the first generation of critical theorists into the present, such as Nancy Fraser, Moishe Postone, Angela Davis, and Rahel Jaeggi. Finally, students will explore contemporary social, political, and cultural phenomena of their own choosing, using methods drawn from Frankfurt School Critical Theory.

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.

COL268 Nabokov
Vladimir Nabokov--brilliant writer, outrageous literary gamesman, and cosmopolitan exile--is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."

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 tenability 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 discourses. Although they represent discrete realities—not all Gypsies identify with flamenco and not all flamenco artists are Gypsies—correlations between the two have1(5,11),(995,988) been exploited by the media and by artists as an oft-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-COL
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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
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
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 Barge, Weeks, Clover), we will examine narratives and representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet, and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville, Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for understanding the radical historical changes in the meaning of work in the past 200 years as well as its uncertain status in our immediate future.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: 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: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST279, GELT279, WLIT251
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 Barge, Weeks, Clover), we will examine narratives and representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet, and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville, Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for understanding the radical historical changes in the meaning of work in the past 200 years as well as its uncertain status in our immediate future.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: RL&L278
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—inter alia, 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
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: Cr/U
Credits: 0.50
Gen Ed Area: HA-GRST
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: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-GRST
Identical With: CGST290, GRST330, PHIL253
Prereq: None

COL285 The Essay from Page to Web Page

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 correspondences 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: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: PHIL252, GRST330, PHIL253
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 correspondences 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 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 frictronousness 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” (Beixii). 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 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.

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-RLAN
Identical With: FREN305, THEA292
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 beattending 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

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?
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: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: MDST308, HIST303
Prereq: None

COL310 More-Than-Human-Worlds: Theories, Fictions, Languages
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENV5320
Prereq: None

COL311 Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History
This course takes a practical approach to the translation of early modern Spanish literature. We will begin by consulting various comments on the art and craft of translation made by 16th-century Spanish translators in their own works before we encounter the curious case of the "pastoral prosimetrum," a type of narrative fiction that reimagined the author and their contemporaries under literary pseudonyms in an updated version of an idyllic Arcadian landscape. From Spanish to English, from experience to poiesis, we'll recontextualize these topographies of love in their own literary and historical moment in order to translate those imaginaries into contemporary English.

Readings will be in English and Spanish. Discussions and translations will be in English. There are no prerequisites, but reading knowledge of Spanish is required. Please consult the instructor if you have questions about your language ability.

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 1690, Spanish and Latin American 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, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") 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 Sor Juana's cross-dressing comic virtuoso) and their spirited 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 maternity 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

COL315 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted". Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "sympilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the
ocol and demonic. In tracing the tensions between disenchantment and re-

enchantment, we will consider works of literature, criticism, art, and music,

including works by some of the key figures in the German intellectual and

artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers

Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara

Schumann, Franz Schubert, Karoline von Günderrode, Bettina von Arnim, Novalis,

Annette von Droste-Hülshoff, and the young Karl Marx.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST386
Prereq: GRST213

COL316 Newest German Literature and Film
This seminar is designed to introduce students to films and literary texts
produced in the German language in the past few years. Because the materials
we will read and watch are of recent vintage, they are not yet part of an
established canon: What their significance is and how and why we should engage
with 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 and
filmic creative work 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 revival of nationalism, Islamophobic, and
authoritarian politics, the European Union’s crisis of legitimacy in the wake of the
Covid-19 pandemic, or the new “social question” arising from the dismantling of
the welfare state and the growing “precarization” of work.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST310
Prereq: GRST213

COL323 Gender and History: Global Feminist Theories and Narratives of the
Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist
scholars posed questions about the relationship between biological sex and
gender roles. The African scholar Ifi Amadiume, who studied the history of
female husbands in West Africa, asserted that such relationships between sex
gender needed to be studied in a global context. More than two decades
after Amadiume’s influential book “Male Daughters, Female Husbands: Gender
and Sex in an African Society” (1987) was published, the scholarship on global
gender and sexuality is vibrant and dynamic. These works have shown gender
to be central to understanding society at different periods and geographical
locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of
gender, sex, labor, and feminist activism from a global and comparative
perspective with readings from the history of Africa, the Americas, Asia, and
Europe. We will also cover the development of influential theories in the field
and how they apply to the writing of history. This course is especially appropriate
for prospective history and feminist, gender and sexuality majors, though all
students interested in using gender as category of historical analysis for their
scholarly work in other fields are welcome.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST291, FGSS269
Prereq: None

COL324 Interpreting the “New World”: France and the Early Modern Americas
The impact and long-lasting effects of the “discovery” of the “New World”
on Europeans cannot be underestimated. 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,
morality, 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-GRST
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, picarque, 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
philosophical, literary, and artistic responses it has inspired.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN236, MDST254
Prereq: None

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
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’ 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

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
Prereq: None

COL337 What is (a) Language?
Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc. 
This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We’ll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We’ll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology. 
While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we’ll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: CGST215
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, Béranger, Moten, postmodernism, and U.S. feminism.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL295, CLST393, 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, CLST257
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

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

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: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances—animals, vegetables, and minerals; people and artifacts—the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying units—parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero—provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science—in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) 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

COL352 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.
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, Vladimir 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

COL355 The Treason of the Intellectuals: Power, Ethics, and Cultural Production

In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, M bambe, Derrida, Kristeva, and Cixous.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST391
Prereq: None

COL359 Philosophical Classics I: Ancient Western Philosophy

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL201, CLST217
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
political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creolization, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM389, MDST360, WLIT340, ITAL289
Prereq: ITAL112

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: An Encyclopedic Mind
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

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

COL393 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L390, GRST291, MDST390, FREN390
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: Cr/U

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: Cr/U

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: Economic Thought in Practice in the 20th Century
This tutorial begins with the debate over markets versus planning as the appropriate mechanism for organizing an economic system, and continues with a consideration of the macroeconomic debate over government activism in the mixed market system. The next three weeks take up, in turn, three important developments in modern-day market capitalism, namely, market power, globalization, and inequality. The final three weeks are devoted to the future of capitalism and a study of its possible variants, including shared capitalism and workplace democracy. Readings include work by Friedrich Hayek, Janos Kornai, Oskar Lange, John Maynard Keynes, Milton Friedman, Thomas Phillippon, Binyamin Appelbaum, Joseph Stiglitz, Jagdish Bhagwati, Branko Milanovic, Heather Boushey, Robert Reich, Gregory Dow, Joseph Blasi, Douglas Kruse, and Jaroslav Vanek.
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
This course will extend the material from the CSS Sophomore Economics Tutorial. This tutorial will explore 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: A-F
Credits: 1.00
Gen Ed Area: SBS-ECON
Prereq: None

CSS330 Junior Government Tutorial: Global Trends, National Responses
This tutorial will examine competing claims about globalization since 1990. What are the forces promoting the homogenization of political values and institutions, and of economic practices? Do countries have any choice but to follow the policies advocated by the institutions of global capitalism? How successful are different local strategies in response to these trends? What is 'economic nationalism' in the 21st century? Is populism a spent force?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

CSS340 Junior History Tutorial: Women Make the World (Global Technologies and Gender)
Women are only recently appearing as actors in global histories of technology, yet 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. In this tutorial we will explore the global history of technology with women at the center. Initially, scholars located women in relation to specifically gendered objects such as reproductive technologies like 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: 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 will examine the political economy of crises, focusing primarily on the United States. We will explore several critical episodes, including the Great Depression, World War II, the stagflation of the 1970s, the financial crisis, and the COVID-19 pandemic with the goal of better understanding the factors that shaped the policy response and the long-term political economic ramifications.
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

**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

COMP114Z 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.

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: OPT
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: None

COMP112F Can Machines Think? (FYS)
This course is a freshman seminar (an FYS course) that introduces students to foundational ideas in logic, formal languages, and computation that have been the basis of a revolution in thinking in the 20th century. The material includes a substantial logic component and an introduction to programming in SML, a so-called functional programming language, as well as readings about the philosophical impact of these ideas.

The impact of the new cycle of ideas mentioned above has been felt far beyond the confines of the computer science community. Ideas from logic, computation, and other branches of mathematics formerly regarded as "pure" have spread to computation, linguistics, cognitive science, and philosophy; conversely, results from philosophy, linguistics, and other areas have been applied in computer science. New "non-traditional" logics have found unexpected applications in computing.

Traditionally, the background in logic and computation upon which these ideas rest has been taught in advanced courses, although much of it is accessible to students with little or no background in the area (but some willingness to learn formal reasoning and mathematical arguments). Students will learn about the underpinnings of recent technical advances in these areas at an unusually early stage in their careers. We will learn how to code basic programs in SML as well. The course will continue with readings in expository texts about the impact and philosophical significance of important ideas in logic and computation. Some readings in Philosophy of Mind will be assigned and discussed.

Offering: Host
Grading: OPT
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.

Specif"cs 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.

Specif"cs 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: OPT
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: OPT
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 MB&B196] 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: COMP361
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: OPT
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: COMP211 and COMP212

COMP341 Artificial Intelligence
This course is an introduction to creating programs that 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

COMP343 Machine Learning
This course will provide an introduction to machine learning. The field of machine learning studies how to design systems that learn from experience. We will cover fundamental concepts and algorithms used in machine learning, as well as give an introduction to basic probability and statistics. Sample topics include regression, classification, Bayesian networks, Gibbs sampling, particle filtering, maximum likelihood estimation, neural networks, deep learning, clustering, bias/variance trade-offs, cross-validation, and practical advice. 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

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: OPT
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
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: OPT
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: NSM-MATH
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
COMP422 Undergraduate Research, Sciences
Individual research projects for undergraduate students supervised by faculty members.
Offering: Host
Grading: A-F

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

COMP465 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

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: COMP321
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

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: OPT

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: OPT
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

COMP513 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: OPT
Credits: 1.00
Gen Ed Area: NSM-MATH
Identical With: COMP321
Prereq: COMP212 AND MATH228

COMP521 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
COMP572 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 MB&B196] 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.

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 Acehnese 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 sensation 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

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
DANC205 Afro-Brazilian Dance I
This course will examine the study of the African diaspora, the influence of African culture in South America. It will introduce religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil.
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 will examine the study of the African American jazz 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 Hip Hop Dance II
This intermediate hip hop studio practice course further develops urban dance practices, and broadens the hip hop culture beyond the commercialized representations prevalent in the media today. This class will further explore the history and practice of different forms of hip hop: b-boys/b-girls (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: 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 Taymou, 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 Indonesian Dance I
Indonesian Dance I (DANC251) is designed to introduce students to the rich traditions of Central Javanese/Indonesian and Achanese dance practice as well as cultural practices, aesthetics, philosophies, and history that surround the tradition. The course will begin with the basic movement vocabulary of Central Javanese dance styles, and proceed to the study of dance repertoire. The course largely focuses on techniques and practice of Javanese court dance repertoires, supplemented with short lectures that will provide the sociocultural, historical, and contemporary contexts. This course is designed to include occasions where students will engage with renowned Indonesian dance practitioners through their guest lecture sessions. Students in the course will perform with live music provided by Wesleyan’s Javanese Ensemble at the end of the semester concert, as well as at the Worlds of Dance concert.

Offering: Host
Grading: OPT
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: OPT
Credits: 0.50
Gen Ed Area: HA-DANC
DANC300 Contemporary Dance Technique II/III
Drawing on multiple approaches to dance techniques and the moving body and its various states and qualities, this course will build on capacities developed in Contemporary Dance 1. Students will be encouraged to cultivate greater awareness of space, time, rhythm, corporeal navigation, different energetic qualities, collective movement existence, as well as a wider range of dynamic variation and a more sophisticated understanding of kinetic alignment.
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: Host
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: Cr/U
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

DANC320 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects...
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

DANC357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it 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 direct 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 into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student’s cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: THEA357Z
Prereq: None

DANC359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater 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 close reading, 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.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA359, ENV5359
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 media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, VR, AR, and software such as After Effects and Isadora. Throughout the semester, they will use the skills learned to create 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

**DANC366 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

**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 legitimized, 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 Loie 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

DANC376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through this practical course, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussion about the practice and process of community-based art-making at the start of the course, students will apply their learning by playing integral roles in the production of the Forklift Danceworks performance project with Physical Plant and other campus staff in October. Students will learn through job shadowing and interviewing campus employees, developing and rehearsing choreographic scenarios, and supporting performing employees as part of the production team. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation—whether on a college campus, in a neighborhood, or across a city.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENVS
Identical With: ENVS376, THEA376
Prereq: None

DANC377 Perspectives in Dance as Culture
This course explores why and how dance acts as a vital participant in cultural practices around the world, and examines how dance is inherently a reflection of the culture it represents. A wide overview of dance and its myriad purposes will be covered, from a means of worship in India, Turkey, and Haiti; its inclusion in the rituals of Bali; noh and kabuki theatrical traditions of Japan; fertility and death ceremonies of the Wodaabe, Yoruba, and Dogon tribes of Africa; the healing zar dances of North Africa; and the rituals/activism of Native American tribes. The presentation of court dance as a symbol of power will be examined in Hawai‘i, Java, Cambodia, and France. The inevitable impact of politics on dance focuses on the bloody genocide of Cambodia’s Royal Dancers; the propagandist works of China’s Cultural Revolution; the French Revolution’s influence upon Romantic ballets such as La Sylphide and Giselle; and how the repression of a Gitano culture led to the emergence of flamenco in Spain. The semester will culminate in a research paper or project on dance as a reflection of culture.

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, ENVS381
Prereq: None

**DANC398 Senior Colloquium in Dance Research**

This course focuses on workshopping senior capstone research projects/theses, critically analyzing and situating their work within the larger fields of dance and dance research. In addition to sharing senior capstone research in progress, the course incorporates opportunities to interact and study with successful dance artists/scholars, including but not limited to, CFA visiting artists and current faculty, and to thereby encounter the most current shifts happening in the field of dance and dance research. Issues concerning dance/research that will be addressed include the following: relevance, validity, rigor, diversity and globalization, interdisciplinarity, citizenship, and social justice as they pertain to dance and dance research and to the senior capstone projects/theses specifically. This is an opportunity for our students to delve deeper into their own research while expanding their focus to better understand and frame their work in a larger context.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-DANC
Prereq: None

**DANC401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

**DANC402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

**DANC403 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: Host
Grading: A-F

**DANC404 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: Host
Grading: A-F

**DANC407 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: Host
Grading: A-F

**DANC408 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: Host
Grading: A-F

**DANC409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

**DANC410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

**DANC411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

**DANC412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT
DANC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

DANC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

DANC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Crosslisting
Grading: Cr/U

DANC435 Advanced Dance Practice A
Participation as a dancer in faculty- or student-choreographed dance concerts.
Course entails 30 hours of rehearsal and performance time.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-DANC
Prereq: None

DANC445 Advanced Dance Practice B
Identical with DANC435. Entails 60 hours of rehearsal and performance time.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-DANC
Prereq: None

DANC447 Dance Teaching Practicum
This course is 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

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: OPT
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 CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: CIS160, 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: ENVS197, BIOL197
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 geology of Connecticut offers a unique opportunity to study the formation and understanding rocks, minerals, and other Earth materials.

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

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 ENVS197]

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 processes 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 [ENVS197 or BIOL197 or E&ES197]

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 [ENVS197 or BIOL197 or E&ES197]

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: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: BIOL233, ENVS233
Prereq: E&ES101 OR E&ES115 OR E&ES155 OR E&ES199 OR [ENVS197 or BIOL197 or E&ES197]

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: OPT
Credits: 0.50
Gen Ed Area: NSM-EES
Identical With: BIOL229
Prereq: E&ES101 OR E&ES115 OR E&ES155 OR E&ES199 OR [ENVS197 or BIOL197 or E&ES197]

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 [ENVS197 or BIOL197 or E&ES197] 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 defining a species and looking at the life history characteristics that make them likely to become pests. Then we will consider the effects of invasive species 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&ES115 OR E&ES155 OR E&ES197 OR E&ES199 OR BIOL182

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&ES115 OR E&ES155 OR E&ES197 OR E&ES199 OR BIOL182

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 groundwater 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&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

This course will survey the state of energy generation and use in Connecticut, New England, and the U.S. It will include fundamental characteristics of fossil, nuclear, and renewable energy, plus their impact on the local and national energy grid. It will examine how utilities maintain power, including the variable nature of many renewable sources. The course will also examine fuel reliability and impact on local and global air pollution. The course will examine pathways forward for the local and national energy grid. One to two site visits may be incorporated as part of the class, with potential sites including: ISO New England (Holyoke, Mass.), Trash-to-Energy (Hartford, Conn.), combined cycle plant, Kleen Energy plant (Middletown, Conn.), and Combined Heat & Power (UC Conn Cogen).  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-EES  
Identical With: ENVS253  
Prereq: None
E&ES255 The Changing Ocean
The Earth is always changing, and we're currently experiencing some of the most rapid changes to have occurred within the history of life. This course presents a topical approach to major oceanographic concepts, particularly those impacted by an anthropogenic change, by linking core concepts in modern oceanography with paleoceanographic proxies and the fossil record. We will integrate geological, chemical, physical, and biological oceanography across multiple timescales to build a conceptual understanding of not only how the ocean works but how we can understand the past, present, and future of the world's ocean.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
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 and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ARCP257, ENV257, 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: E&ES290, 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, ENV242
Prereq: None

E&ES271Z Mapping the Pandemic
The COVID-19 pandemic has altered the global community's daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates' maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today's research arena. The course is aimed at students with limited or no prior GIS experience.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: QAC232Z
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.
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&ES313
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
Identical With: E&ES314
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&ES317
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&ES319
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.
E&ES321 Planetary Evolution
Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES521
Prereq: E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENVS280]

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

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 surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms—resilience, fragility, adaptation, restoration, reconstruction—are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: Crosslisting
Grading: A-F
Credits: 1.25
Gen Ed Area: NSM-ENVS
Identical With: ENVS369
Prereq: [E&ES197 or BIOL197] OR [BIOL182 or MB&B182]

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 CO2/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-air 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: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES368
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. Students should have MATLAB installed on a laptop computer for in-class work. Spring 2021: Class will follow a hybrid mode with in-person meetings for discussions and student presentations and remote meetings for programming/problem solving sessions. Fully remote students will be accepted.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES375
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 those that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates
that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: CIS375
Prereq: E&ES101 OR E&ES115 OR 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: QAC344, E&ES582

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
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

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: OPT
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.
Trainings in pedagogy in the first semester of attendance are 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, ENV540
Prereq: [BIOL182 or MB&B182] OR [ENV5197 or BIOL197 or E&ES197] 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 groundwater 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-BIOL
Identical With: E&ES246
Prereq: E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENV5197 OR E&ES199

E&ES547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of neuroscience.

Offering: Crosslisting
Grading: A-F
Credits: 0.25
Gen Ed Area: NSM-BIOL
Identical With: BIOL546
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: OPT
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 isotopic techniques in hydrological, geochemical, and ecological studies.
Offering: Crosslisting
Grading: OPT
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, ENVS242
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. Students should have MATLAB installed on a laptop computer for in-class work. Spring 2021: Class will follow a hybrid mode with in-person meetings for discussions and student presentations and remote meetings for programming/problem solving sessions. Fully remote students will be accepted.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES375
Prereq: MATH118 OR MATH122

E&ES580 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities--literally any field that uses spatially distributed information. In this course we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lecture, discussion, and hands-on activities.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES280
Prereq: None

E&ES581 GIS Service-Learning Laboratory
This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.
Offering: Crosslisting
Grading: OPT
Credits: 0.50
Gen Ed Area: NSM-EES
Identical With: E&ES281
Prereq: None
ECON108F Race, Ethnicity, and Economic Disparity (FYS)
This seminar explores the following questions: (1) How do economists explain economic disparity by race, ethnicity, and gender? (2) What policies follow from those explanations? The course devotes particular attention to the interplay among market forces, institutional structures, and the social constructs of race.
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

ECON207 Demographic Economics
This course explores topics in demographic economics. It is divided into three main modules: macroeconomic effects of demographics, human migration, and family economics. In the first module, we explore issues such as population aging, population distribution across the globe, the Demographic Transition and the Industrial Revolution, and the environmental effects of population growth. In the second module, we discuss the costs and benefits of human migration from the point of view of both sending and receiving countries. Finally, in the third module, we investigate how economic incentives shape family formation and family decision-making.

Offering: Host
Grading: OPT
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
Identical With: ENV5214
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: ENV5310
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: A-F
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

This course uses economic analysis as a way of understanding the structure and evolution of the legal system from an economic perspective. Selected rules and institutional forms are drawn from the common law of tort, contract, property, and crimes are studied. Students will be able to apply microeconomic theories (and thus develop economic intuition) by learning how legal rules evolve to handle imperfect information and especially moral hazard, which lead to disputes and lawsuits.

Offering: Host
Grading: OPT
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: ECON101 or ECON110

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: A-F
Credits: 1.00
Gen Ed Area: SBS-ECON
Prereq: ECON110 OR ECON101

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: 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: OPT
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: ECON110 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 ECON271 and/or ECON331.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ECON266

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
Identical With: QAC282
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

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: 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: 1.00
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: A-F
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

ECON310 Environmental and Resource Economics
This course examines the economic drivers of environmental problems and policies to combat environmental degradation. Topics include failures of the free market, the monetary value of ecosystems, resource utilization across a finite globe, and the unintended consequences of environmental policies. Applications will be gleaned from a vast array of real-world issues, including air quality, biodiversity, ecosystem services, fisheries, forests, oil and gas, public and private lands, transportation, waste management, water resources, wildlife, and other global environmental change phenomena.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ENVS312
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 OR ECON302

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

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 OR ECON302

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: OPT
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: ECON300 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 explore several transmission channels of monetary policy, such as the interest rate, asset price, credit, and unconventional channels. Students will read about and evaluate key empirical results in the current literature throughout the semester and, toward the end of the semester, write a research paper of their own.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Prereq: ECON302

ECON348 Equilibrium Macroeconomics
Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real-business-cycle theory.
This course introduces some graduate-level material and makes intensive use of mathematics.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ECON
Prereq: ECON302

ECON349 Economic Growth
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

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: A-F
Credits: 1.00
Gen Ed Area: SBS-ECON
Prereq: ECON301

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

EDCON491 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

EDCON492 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

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, 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

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
Prereq: None

EDST111F 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: WRCT111F
Prereq: None

EDST201 Learning to Write
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As
we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each student's design, that tackles the practicalities of teaching writing.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT201
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.

This course fulfills the Pedagogy and Practicum requirements for the Education Studies major and minor.

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

EDST210 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches
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, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of (Video) Game-Based Learning (VGBL or GBL) applied to several disciplines, as well as present a selection of classroom projects informed by its principles.

Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog and/or digital games can be effective tools for pedagogy; examples will include video games, board games, and role-playing games. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for a specific discipline or create brand new educational games.

The course will be conducted in English, and games will be created in English (or in the relevant target language, if the game is for language learning).

Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: SBS-EDST
Identical With: IDEA209
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

EDST221Z Decolonizing Education
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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 privileges logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This coursework will involve
reflection essays on class lectures and readings due before the class starts on Jan. 4th. The synchronous coursework will include intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. 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 Acquisition & Pedagogy - Teaching Romance Languages

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? This course is intended for students who may be considering a career in education. 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.

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.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L223L
Prereq: None

EDST225Z Education and Empire
Wherever the U.S. has sought to gain or maintain control, whether by way of enslavement, forced assimilation, settler colonialism, or military occupation and imperialist rule abroad, education has played an all-too-often-overlooked supporting role. Yet wherever this is true, there are also people who have used education as a means of resistance, rebellion, revolution, and liberation. This course offers an introduction to the transnational history of education in relation to the development of U.S. empire both at home and abroad. By bringing together topics often approached separately—like immigration, pedagogy, settler colonialism, African American history, and the history of the U.S. empire—we will interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing difference, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socioeconomic divides, and asserting discipline and control. Topics to be covered include American Indian education and self-determination, African American education in slavery and freedom, U.S. colonial education in the Philippines/Cuba/Puerto Rico, immigration and forced Americanization schooling, Latinx fights for educational access and autonomy, State Department experiments in educational diplomacy, and knowledge production for national security and the war on terror. Throughout, we will draw links between the past and the present and between the classroom and geopolitics. Together, we will ask what it might mean to "decolonize" or "indigenize" education today and work on developing the ability to imagine otherwise.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-EDST
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.

This course fulfills the Foundations, Breadth Category 2, or Elective requirement for the Education Studies major and minor.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-EDST
Prereq: None

EDST231 Pedagogy & Power
This course explores the social, historical, philosophical, and pedagogical foundations of the field of education studies. Guiding questions include: What are the purposes of education? How does education reproduce inequalities? Conversely, how does education serve as a tool for liberation? As students learn about the experiences of their classmates and develop different analytic frameworks for thinking about educational processes, they will become critical and reflective observers of their own educational backgrounds and of contemporary educational reforms.

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

EDST250Z Zero to Infinity: The Psychology of Numbers

What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children’s education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-EDST
Identical With: PSYC288Z
Prereq: None

EDST253 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: PSYC253
Prereq: None

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 workingshopping 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
EDST311 Community Impact Practicum: Building Capacity to Support Educational Enrichment

In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational 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 also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester.

Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-EDST
Identical With: CSPL311
Prereq: None

EDST341 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. For the first two months of the course, we will be visited each week 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. Our study will culminate in a guided project in which students will develop an educational innovation to solve a specific problem that they have learned about and following some of the principles of design and innovation that they have learned.

The last month of the course will be a mini-class on Education and Law, taught by a distinguished visiting professor Dr. Preston Green. The mini-class will cover some of the ways that innovation and entrepreneurship relate to educational law, how regulations are used and misused in the name of educational innovation, and current and emerging legal issues with charter schools and vouchers. Students will complete a separate culminating assessment for this portion of the course.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-ALLB
Prereq: None

EDST342 Questioning Authority: On the Politics of the Teacher-Student Relationship

What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond. From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT342
Prereq: None

EDST345 Education Technology - Sociological Perspectives & Implications

How do computers, smartphones, the internet, and other educational technologies impact students and teachers? In this course, students will apply the fundamental tools and approaches of educational and social science research to better understand and evaluate the effectiveness of the educational technologies that surround and support students and teachers around the world. As such, students will learn about the history of education and evolution of technology with a focus on teaching, learning, and assessment applications in K12 education.

Through readings, class discussion, assignments, and analyses of real-world teaching and learning data, students will consider educational technology frameworks, research, practice, and policy. Specifically, students will consider how different student, teacher, and system-wide educational technologies: 1) have impacted students, teachers, families, schools, and communities across a broad range of educational outcomes and groups, i.e., gender, class, race/ethnicity.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-EDST
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: OPT
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP350, SOC350
Prereq: None

EDST355 The Long Struggle: Examining New Perspectives on Education Reform

Black Teachers’ ongoing struggle to enact anti-racist practices and policies while navigating segregation and significant resource challenges provide powerful testimony of the peculiar limitations of traditional urban education reform movements.

This course will help students understand the inextricable links between student achievement, opportunity, and community progress by examining African American teachers’ experiences in schools. The historical and present-day
experiences of Black teachers will be used to anchor the analysis of education reform through the eyes of too often marginalized communities. This course will review historical narrative, examine present-day policy, and allow students to gain first-hand perspectives from “front-line” education and policy leaders.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-EDST
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, 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM358, AMST358
Prereq: None

EDST373 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: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI373, SISP373
Prereq: None

EDST399 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: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: SOC399M, FGSS311
Prereq: None

EDST400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-WRCT
Identical With: WRCT400
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
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 immigrants, 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

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 non-doctors 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
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.

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 exploitative planted and harvested bananas--and the schemes of "underdevelopment" that aligned with expanding U.S. hegemony in the hemisphere. We will engage narratives, poetic, 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

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
Prereq: None
Identical With: WRCT140L, EDST140L

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.

ENGL152F The Armchair Adventurer (FYS)
This course will explore 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

ENGL155F 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

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

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.

ENGL152F The Armchair Adventurer (FYS)
This course will explore 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

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

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.
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 informed and inspired the assigned readings.
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, Tennesse 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
Prereq: None
Identical With: AMST125F, COL125F, AFAM152F, FGSS175F, THEA172F

ENGL176F August Wilson (FYS)
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None
Identical With: THEA175F, AFAM177F

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
Prereq: None
Identical With: COL186

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

ENGL201B Ways of Reading: Unreliability
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.

In this "Ways of Reading" course we will examine how notions of unreliability and indeterminacy shape literary writing and interpretation alike. We see this most obviously in the figure of the unreliable narrator in fiction, but we also grapple with the (un)reliability of poetic speakers in lyric poems. In fact, unreliability might as well be another way of naming and representing subjectivity. Learning to recognize and parse signs of subjective and/or unreliable accounts is a keystone of literary analysis because it helps us make sense of--and take pleasure in--how the story is told in addition to the content of story.

Conversely, some literary texts turn the mirror on us (the readers); that is, they prompt us to reevaluate how our own assumptions, biases, and blind spots figure in our interpretations of texts and dynamics. In this course, students will read and write about a wide range of literary genres including novellas, short stories, lyric poems, and plays that thematize unreliability, confusion, and misprision. In so doing, they will learn to develop their own interpretations of literary texts and craft compelling and nuanced arguments.

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."
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: OPT
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"—intercultural 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.
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: OPT
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.

This "Ways of Reading" course will explore autobiography as an elusive and multifaceted literary form. We will ask: Who or what is the subject of autobiography? Who besides the author is implicated in the acts of writing and reading autobiography? How elastic are the distinctions between fiction and fact, self-reportage and self-creation within autobiography? What kinds of narratives and artistic forms count as autobiographical? To pose these questions, we will explore hybrid texts that splice together varying genres and forms under the umbrella of autobiography, including poems, memoirs, graphic memoirs, personal essays, metafictional novels, documentary films, performance pieces, and biomythographies.

Offering: Host
Grading: OPT
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
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 multisensory 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 black and brown thinkers to 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: OPT
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
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 anti-slavery 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
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies to reproduce its power). As we unpack the relationship of literary form and social form, we'll 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 teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.

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—of 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 (allergy, 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
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

ENGL214 Writing Nonfiction

In this 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 intensive Winter Session class, we will read a variety of short and long works from the beloved, bewitching nonfiction genre of memoir, paying close attention to how the authors parse the past--and which parts they parse--to convert memories into lyrical works of literature that are at once personal and universal. We will also write our own examples of memoir, which will be the course's primary assignments. Students will have short writing exercises every day in class, so the course will offer a writing immersion experience.

Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus: http://www.wesleyan.edu/wintersession.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST212
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, 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
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: OPT
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: OPT
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

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
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 Sublimity, Visions, and the Self in British Literature, 1789-1830**  
This course is an introduction to British literature from the 1790s to the 1820s. We will trace three central thematic and formal preoccupations through the poetry, fiction, and philosophical prose of the era: (1) sublimity and the Gothic; (2) the imagination, dreams, and visions; and (3) individualism and interiority.

No experience with philosophy, history, or British literature is expected; the course functions as an introduction to all of them and, in this sense, to the interdisciplinary study of literature. This class is designed to complement ENGL288: "Romantic Poetry in Conversation," so while some of the poems we will read in this class also appear on that syllabus, they do so in very different contexts. Students who have taken that class or other classes with the instructor should feel free to enroll and not worry about duplication or redundancy. This course satisfies the English Department's Literary History II requirement.

**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 include 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 Stryon, Mary Karr, Donna Tartt, James Joyce, and many others.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ENGL  
**Identical With:** AMST264, CEAS231  
**Prereq:** None
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

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: OPT
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, CHUM233
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

ENGL238Z Jane Austen and Her World
In this course we will read--and reread--three novels by Jane Austen. Our first reading will track the development of Austen's unique approach to the realist novel. Our rereading will investigate how that unique approach participated in contemporaneous debates about art, personhood, and politics. Austen was an active participant in these debates—a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves, and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence.

Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus: http://www.wesleyan.edu/wintersession.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
ENGL239 Anticolonial/Decolonial: Literature and Film
This course examines how histories of twentieth century anti-imperialist writing and cinema are relevant for contemporary decolonizing agendas. We will compare works by colonial and postcolonial theorists, writers and filmmakers, to examine how literature and film address processes of colonization, anti-imperialist struggle, decolonization, and neo-colonization. Readings will be drawn from a range of countries in both the Global North and South and films include Ousmane Sembène’s La Noire de.../Black Girl (1966), Gillo Pontecorvo’s The Battle of Algiers (1966), Sarah Maldoror’s Léon G. Damas (1994), and Stephanie Black’s Life & Debt (2001).
Offering: Host
Grading: OPT
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 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics (“Crime and Punishment” and Thomas Mann’s “The Magic Mountain”), crime fiction (Donna Tartt’s “The Secret History”), and narrative nonfiction (Rebecca Skloot’s “The Immortal Life of Henrietta Lacks” and Gay Talese’s “Honoring Thy Father”). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL230
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, nationalisms, 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 and Western 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: 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 and Western 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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST295
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? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait alike. Yet both the memoir and the selfie "sell" 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

**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: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST269
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST278
Prereq: None

ENGL255 The Comic Novel in the Long Nineteenth Century
This course examines the tradition of the comic novel from the origins of the novel itself to the early twentieth century. We will begin by examining the two models for the comic novel that emerged at the beginning of our period, Fielding's TOM JONES and Austen's PRIDE AND PREJUDICE: a narrator who is colloquial and digressive or reclusive and ironic; a plot that is episodic and fragmentary or unified and spare; an ethical scheme that relies on satire and social commentary or on poetic justice and the implications of theme. We will then trace the ways later writers drew on and rebelled against those two modes. While enjoying these very funny books on their own terms, we will also take seriously their experiments with narrative form; their complicated relationship to the categories of “the novel,” comedy, realism, and modernism; and their engagement with the social, economic, and political tensions of the world they depict, however hilariously.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL252 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: WRCT228
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
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer’s journal, workshop letters to classmates, three short personal essays, and a final essay whose subject and style is decided by the writer. Readings will include essays published in the past 30 years by authors such as (but not limited to) Kiese Laymon, Jesmyn Ward, Jose Antonio Vargas, Zadie Smith, and Karla Villavicencio.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: WRCT228Z
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: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL258
Prereq: None

ENGL261 "Before the 'Body,' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM264
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 context, including 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 Weiheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celéine Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavi 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: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL274
Prereq: None

ENGL265 Special Topic: The Power of Mystery: Writing Crime and Noir Fiction
Crime fiction, in its many incarnations, is perhaps the most popular and widely-read genre in the world. In this class, we'll examine why mystery is such an effective tool for engaging readers and how we can use it to create our own powerful fiction, be it detective, cozy, clue-puzzle, or noir fiction. We will read and discuss several stories and short novels that serve as examples of the form. We'll also explore the elements and expectations of the different sub-genres through writing exercises and short assignments that will culminate in the final project, a novelette that centers on a mystery.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL296
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL272 Modernist City-Txts

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

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, convenering, 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
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
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” (Vázquez).

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
We will study Latina/o/x aesthetics and poetics to ask questions about the history, sociality, and semiotics of Latinidad, as well as the formation of Latina/o/x studies in the U.S. university. The course understands Latinidad as an assimilable disturbance, around which specific ethical questions may emerge. We will study modes of "ethnic," aesthetic, poetic, theoretical, and geographic disturbance--assimilated and unruly--specific to the semiotics of Latinidad and Latina studies, as well as their relationship to Blackness, anti-Blackness, whiteness, form, language, ontology, race, gender, and assumptions of futurity. Readings, viewings, and listenings focus on the 20th century, but that temporal provision will surely be shot through by reference points from 1500 to 2020.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: THEA280
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

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 metaphor is 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

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 "pervasive" 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
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

ENGL285Z Fantasy And Speculation
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In this class we will read fantasy written by multi-ethnic authors in a variety of genres, mostly in the United States in the long nineteenth century (1770-1920). Our readings include texts that feature supernatural beings and events in imaginary settings -- but also texts that take on well-known myths and legends, create fictional characters to participate in historical events, fold time and space to place historical characters in the midst of fictional events, or gesture toward radically different futures. This broad understanding of fantasy will challenge us to redefine its constitutive features. The choice of readings draws on the work of scholars committed to the recovery of little-known texts, especially by African American authors.
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 racialized citizenship.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM286

ENGL286Z “Writing Should Do Something”: The Essays of James Baldwin
Baldwin’s essays, both deeply personal and political, speak of a divided self in a divided country. As a Black man, he saw himself as a problem for America; as a gay man, he was a problem for many; and as a self-described “maverick,” he resisted any identification other than “writer.” He wrote frankly of hating, and being hated, while insisting that without love and compassion, even for those who hated him, a decent life was unattainable. In this course, we will consider Baldwin as one of the greatest essayists of his century, a social critic who believed that “writing should do something,” in the words of a letter he wrote to his brother.

Baldwin began publishing to acclaim in the 1950s; he was a celebrated public figure in the fight for racial equality in the 1960s. By the mid-1970s, however, his complicated relationship both with white liberals and leaders of the Black Power movement diminished his political stature. With the Obama presidency and the emergence of the Black Lives Matter movement, his work experienced a renaissance: almost 30 years after Baldwin’s death, Ta-Nehisi Coates acknowledged “The Fire Next Time,” published in 1962, as the inspiration for “Between the World and Me.”

This is not a theory course, either social or literary. While our supplementary material will place Baldwin’s essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin’s most famous essays, and some that are less well known. Our supplementary readings and views will explore his continuing influence, and the influence of Black music on Baldwin.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM288Z
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
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: OPT
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 to tell a story that reveals subtle but acute information about the larger world.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction
We begin this writing course with questions central to the students' own work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages writers to explore questions of design and structure while focusing also on style and technique at the sentence level.
Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.
Offering: Host
Grading: OPT
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 dig deep 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

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 indirectness, 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 history has 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

ENGL292 Techniques of Nonfiction
Techniques of Nonfiction is a five-week introductory-level course in creative writing. We will be focusing on some of the basic elements of writing nonfiction. You will write four nonfiction assignments, contribute weekly writing prompts and written reflections on assigned readings, and generate peer reviews of your classmates' writings. Through guided practice in writing, and through assigned readings and video lectures, you'll learn the basics of writing nonfiction. (The course will consist of a blend of recorded lectures and synchronous office hours and conferences, scheduled according to student availability.)
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-ENGL
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. Covering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: COL339, CLST393, 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. Covering: Host
Grading: A-F
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. Covering: 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. Covering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
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. Covering: 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. Covering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL292 OR ENGL296ENGL216 OR ENGL292 OR ENGL296

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. Covering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None
ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice

Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover’s voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet’s effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric’s history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.

Offering: Host
Grading: OPT
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: OPT
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, Nicolas 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
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
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 (encyclopadias 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

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

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 workshopping those essays in class.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

Prereq: None

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

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

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

Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of emplolment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM

Identical With: AFAM315
Prereq: None

Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, U.S. 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 body parts, 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 nonhuman centered logics and forms, we will read a selection of theoretical texts by Asian American and other authors, alongside a selection of contemporary (and capably defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Ruth Ozeki, and others.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST320
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 ephemeral nature 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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM337, THEA337
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: AMST324
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 wrote award-winning novels that gave 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-twentieth century American culture. We will read some of the most important works written by contemporary African American writers in order see how and why they transformed the first autobiographical form for Black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM324, AMST334
Prereq: None

ENGL325 Intermediate Nonfiction Workshop
This workshop offers students with some background in writing a chance to 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: OPT
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: RL&L327
Prereq: None

**ENGL328 Black, White, and Queer Forms and Feelings**
We will study contemporary Caribbean, African diasporic, and Chicana/x writers and artists to consider different codes, fashions, forms, shapes, and registers of queerness and anti-normativity in parts of the Caribbean and the U.S. We will consider the artists’ and writers’ various relationships to Blackness, whiteness, nonwhiteness, minoritarian positions, their mothers, the domestic, power, and other space-times (e.g., the club, dreams, hallucinations, travel) of being in relation to sexuality, gender, pleasure, and affect.
Offering: Host
Grading: OPT
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 Bookending Modernism: Eliot and Dylan**
This course is a study of the emergence of literary modernism and its postmodern progeny in epic, focusing on close studies of Eliot’s “Waste Land” and Dylan’s “Desolation Row.”
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**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: Styles, Histories, Activisms, Poetics**
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 eighteenth 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 examples of how the work, products, and pleasures of this multi-billion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking always about connections between style and sexuality, we will look also at ritual, political, and medical uses of clothing. Throughout, you will conduct your own experiments at the intersections among language, identities, and the materiality of cloth. This seminar will welcome guest speakers who are experts on aspects of African, European, British, African-American, and Middle Eastern clothing and fashion. We 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, THEA333
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 in response 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
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
Gen Ed Area: HA-ENGL
Prereq: ENGL216

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
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: OPT
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. Texts we will read/watch/listen to include: Willie Collins' 'The Moonstone, Pauline Hopkins' Of One Blood; Charlotte Perkins Gilman's Herland; Herman Meliville's Benito Cereno and excerpts from Charles Dickens' Bleak House.
This course asks you to engage with the long history of serial forms from the nineteenth century to the present, and in so doing, examine the continuities between Victorian reading practices and our reading and viewing habits today.
Offering: Host
Grading: OPT
Gen Ed Area: HA-ENGL
Prereq: ENGL216

ENGL339 Intermediate Fiction Workshop
Students will compose at least two short-stories incorporating the vernacular.

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
Gen Ed Area: HA-ENGL
Prereq: ENGL216

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.
ENGL341 Archiving America
Sounds, ephemera, books, letters, classified documents, feelings. All of these materials can constitute an archive and, in turn, shape what we know and don't know. This class will ask: What is an archive, and how does it shape the production and suppression of knowledge? We will study authors who illustrate the importance of archiving experiences and events across scale, from pandemics to hunger, genocide to day-to-day survival, environmental disaster to the smallest of environmental shifts. We will also consider the politics of the archive, given that the same archive can yield vastly different interpretations, depending on what one's priorities are. Throughout the course, we will closely attend to the archive's many purposes. It is a way to cope with catastrophe, an instrument through which nations and empires sanitize the past, and a method for ethically imagining what has been lost and what is yet to be found. Finally, to consider archival concepts alongside practice, we will familiarize ourselves with the language and key concepts of archival processes and 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 valuable about the archive.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENVS330
Prereq: (ENGL216 AND ENGL336) OR ENGL337

ENGL343 Special Topic: Writing Crime and Noir Fiction
Crime fiction, in its many incarnations, is perhaps the most popular and widely-read genre in the world. In this class, we'll examine why mystery is such an effective tool for engaging readers and how we can use it to create our own powerful fiction, be it detective, cozy, clue-puzzle, or noir fiction. We will read and discuss several stories and short novels that serve as examples of the form. We'll also explore the elements and expectations of the different sub-genres through writing exercises and short assignments that will culminate in the final project, a novelette that centers on a mystery.
Offering: Host
Grading: OPT
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FGSS345
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: WRTC347
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 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 on 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 unsimilable 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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST350, AFAM350
Prereq: None

ENGL351 Aesthetics and/or Ideology
An introduction to prominent works of aesthetic theory and to their influence on Anglo-American literary theory and literary expression.
Offering: Host
Grading: OPT

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

ENGL355 Scribes, Book Worms, and Bibliomanics: 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

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: OPT  
Credits: 1.00  
Gen Ed Area: HA-CHUM  
Identical With: CHUM336, AFAM336  
Prereq: None

**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 this 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: ENGL292 OR ENGL296

**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  
Prereq: None

**ENGL363 Visualizing Black Remains**

This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of repatriation/repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and reparation?

Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-THEA  
Identical With: THEA364, AFAM364  
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:** OPT  
**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 Cortazar, 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 workshops by the class.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ENGL  
**Prereq:** (ENGL296 AND ENGL339) OR ENGL342

**ENGL368 Faulkner and the Thirties**  
An investigation of Faulkner's work and career in the context of American literature and politics of the thirties.  

**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 Knausgard, Saidiya Hartman, Shula Marks, Gyorgy Lukacs, Paul Ricœur, 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:** OPT  
**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

**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 Badroodin, 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

ENGL378 Shakespeare’s Islands

How did England’s insularity and expansionist ambitions on the world’s stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities’ spring 2022 theme of “Islands as Metaphor and Method” considers how Shakespeare’s island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM

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

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

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

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

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: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

ENGL383 Fascism and American Literature

American writers were deeply engaged by the rise of 20th-century European fascism. A number of American writers took part in a generational critique of liberal democracy and thus played a role in establishing the intellectual context for the success of fascist ideology. Some American writers were fascinated by the seeming dynamism and innovation of fascist regimes. Others recognized early on the rising threat of authoritarianism and militant nationalism. In the years after World War II, many American writers surveyed the wreckage of global war and the consequences of genocidal racism and worried about their significance for art and literary expression. Were literary writers meaningfully complicit in the rise of fascism? Had totalitarianism discredited literature and culture? Or could art be a challenge to the forces that drove the rise of fascism? This research seminar will examine a range of ways in which American writers responded to fascism. We will consult the historiography and theory of fascism, as well as scholarship in the sociology of culture, with the aim of understanding how the rise of fascism affected American writers’ fundamental beliefs about literature, democracy, and modern society.
ENGL384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and performance. It is taught in conversation with the Fall 2021 exhibition in Zilkha Gallery including the work of Cecilia Vicuña.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules taught by visiting artists from across the arts, this workshop is designed for students interested in working outside of—or between—their primary mediums. Professors will guide students as they choose "companion mediums" to work in for the semester while employing interdisciplinary approaches to writing and art-making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing work, conversations with visiting artists, student presentations and workshops, and studying the works of artists working between forms, all in an attempt to root ourselves more dynamically in our individual practices. The course will culminate in a reflective essay or artist statement, as well as an exhibit of poems, objects, installations, and performances created during our time together.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ARST384
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

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

ENGL389 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? How much can we really know about nature as it is, in itself, outside of our representational strategies? In what ways do different kinds of description—and the often unexamined assumptions that structure them—limit what we can see? Do different modes of description and figurative language do different things to the world? And what do they do "in" the world—what ideological or political work? How, in short, does language reflect, touch, and transform the material world?

This course will grapple with big questions about nature, language, race, class, history, science, 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: SISP389
Prereq: None

ENGL391 Unsovereign Elements, Caribbean Poetics
This course offers portals and obstacles of anticolonial imagination through studies of Caribbean literary and conceptual forms and life ways, imperial cartographies of Caribbean lands and waterways, as well as that which has historically eluded those cartographic schema of space, property, and labor. We will focus on historical marronage, foodways, maritime law, naval and commercial cartography, theories of sovereignty, and the "unsovereign
elements" (i.e., especially water and wind) in the ecosystems of unruly Caribbean places. By "Caribbean places," the professor means the archipelago (of many smaller archipelagos), and a both rhizomic and guarded site of imaginaries, knowledges, expressive forms, wars, massacres, invasions, and epistemes partly produced by and lodged in particular ecological formations. Conceptually, the course thinks from Caribbean studies, Black critical theory, Black studies, as well as some recent conversations between the latter and North American Indigenous Studies. The historical frame of the course begins circa 1492 and will hover into the 19th century era not only of emancipation, but also of abduction, re-enslavement, and anti-emancipation, partly through "contemporary" Caribbean literature, in addition to primary, historical texts and maps.

We will study digitized versions of maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilots, ledgers, letters, legal meditations), including the writings of Christopher Columbus, Moreau de Saint Mery, and Baudry des Lozières. The guiding, inter- and un-disciplinary sources for this course's anticolonial imagination come from Colin Dayan, Sara Johnson, Evelynne Trouillot, Sylvia Wynter, Robin Derby, Joiit Minaya, Maryse Conde, Alejo Carpentier, Edouard Glissant, Jacques Derrida, Beatriz Santiago Munoz, Demetrius Eudell, Anne Eller, Díax Ramirez D’Oleó, and others.

**Offering:** Crosslisting
**Grading:** OPT
**Credits:** 1.00
**Gen Ed Area:** HA-CHUM
**Prereq:** None

**ENGL392 Topics in the Early Modern Lyric: Metaphor**
This course involves studies in the practice and theory of metaphor in 16th- and 17th-century lyric poems by Wyatt, Sidney, Shakespeare, Drayton, Daniel, Jonson, Donne, Herbert, and others.

**Offering:** Host
**Grading:** OPT
**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:** OPT
**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 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
Credits: 1.00
Gen Ed Area: None
Prereq: None

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

ENVIRONMENTAL STUDIES
(ENVS)

ENVS125F Community Gardening (FYS)
This course will provide students with skills and hands-on training so they can
garden and grow food for themselves and their community.

Students will participate in UConn’s Master Gardener Program, which has been
offered to members of the community for 40 years and is well-respected in the
gardening and farming community. Course topics will include: "botany, plant
pathology, soils, entomology, pesticide safety, integrated pest management
(IPM), woody ornamentals, herbaceous ornamentals, vegetables, trees and small
fruits, turf grass, invasive plants, weeds, water quality, environmental factors
affecting plant growth, and diagnostic techniques for the home gardener."

Hands-on training and application of the skills learned from the UConn Master
Gardener Program will take place at Long Lane Farm on Wesleyan University’s
campus or at home for students learning remotely.

Students who complete this course will receive a certificate and name badge
designating them as a University of Connecticut Certified Master Gardener.

This course is offered in partnership by the College of the Environment, Allbritton
Center for the Study of Public Life, and UConn Extension Master Gardener
Program.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-ENVS
Identical With: CSPL115
Prereq: None
ENVS130F 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, FGSS130F
Prereq: None

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. Tsioiokovsky, 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 LS 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: OPT
Credits: 1.00
Gen Ed Area: SBS-ENVS
Prereq: None

ENVS188 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use and Conservation (CLAC 1.0)
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, endemicity, 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, CGST266
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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-EE5
Identical With: BIOL197, E&ES197
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: OPT
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: ARCP204, ANTH213
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
ENVS210 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, BIOL515
Prereq: [BIOL182 or MB&B182]

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: OPT
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 whether nature and the good can teach us 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 argue moral norms and judgments are rooted in or shaped by cultural 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: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL212
Prereq: None

ENVS214 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ECON210
Prereq: ECON110

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, SISP214
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: BIO1220
Prereq: [BIOL182 or MB&B182]

ENVS221 Environmental Policy
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic 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: OPT
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: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
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

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 délie” 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: OPT
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES234, BIOL233
Prereq: E&ES101 OR E&ES115 OR E&ES155 OR E&ES199 OR [ENVS197 or BIOL197 or E&ES197]

ENVS235 Calderwood Seminar in Public Writing: Engaging Sustainability
This writing-intensive seminar gives students practice in developing skills to communicate with the public about the science of sustainability. Despite some successes, the environmental challenges widely known and discussed for the past fifty years 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. It is easy to see the need for change and hard to know what that change should look like in detail.

Engaging Sustainability explores the intersection of these new 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, and then to focus on making change.

Calderwood Seminars in Public Writing emphasize writing for general audiences about expert subject matters. Students work with their peers to learn the skills that will enable them to translate scientific understanding for the public. The course affords students the opportunity to acquire a science-based understanding of sustainability as well as the tools to effectively use their knowledge to move the public discussion. Students will have the opportunity to explore public communication in the form of blog posts, wikipedia articles, lectures, interviews, book reviews, comments, and editorials. Emphasis will be placed on public exposition and argumentation. The course will employ an intensive author/editor model to produce writing that is polished and persuasive.

Please note that this course is intended for upper-level students who have experience with environmental and sustainability studies.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PHY
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-ESS
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.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST190, SISP190
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 actually 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-ENVS
Identical With: E&ES248
Prereq: E&ES101 OR E&ES115 OR E&ES199 OR E&ES197

ENVS250Z Pandemic and the Environment
The COVID-19 pandemic is a global disturbance with important environmental causes, effects, and interactions. We will explore four key topics, evaluating what occurred and implications for future policy and practice. Wildlife: SARS-CoV-2 is a zoonotic disease, facilitated by "bush meat" markets and development of habitat that bring wildlife in close proximity to each other and humans. Stay-at-home orders, and temporary abandonment of human spaces released wildlife from constraints, while exposing the nature of our interdependence. Air pollution: Rates of hospitalization and mortality are greatest for those living with chronically high levels of air pollution, particularly PM We will examine these themes through readings and apply our understanding of scientific process, peer-review, sources of data, context, voice, and audience.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-ENVS
Prereq: None

ENVS251 Genes to Greens: The Biology of Food Production
Climate change and rapid advances in biological technology are shifting the ways humans grow food. We can now produce food more efficiently than ever, but are losing arable land to harsh and unforgiving climates. We also must grapple with ethical questions about which natural resources we should sacrifice for the good of the global food supply. In this course, students will gain an understanding of plant physiology, traditional agricultural techniques, and traditional and modern crop breeding strategies. Students will engage in the current debates surrounding food production.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL259
Prereq: None

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

This course will survey the state of energy generation and use in Connecticut, New England, and the U.S. It will include fundamental characteristics of fossil, nuclear, and renewable energy, plus their impact on the local and national energy grid. It will examine how utilities maintain power, including the variable nature of many renewable sources. The course will also examine fuel reliability and impact on local and global air pollution. The course will examine pathways forward for the local and national energy grid. One to two site visits may be incorporated as part of the class, with potential sites including: ISO New England (Holyoke, Mass.), Trash-to-Energy (Hartford, Conn.), combined cycle plant, Kleen Energy plant (Middletown, Conn.), and Combined Heat & Power (UConn Cogen).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EEES
Identical With: E&ES253
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. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.

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 and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL
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

ENVS270 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, SISP267
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.

This course will be taught fully remote in spring 2021 in order to make it possible for students located abroad to take the course. There will be voluntary opportunities for in-person interactions at several points during the course for those who are located on campus.

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 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 the landscape? In what ways is the American landscape unique, and how did it help define our personal identity? How can you detect traces of history in the 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 more largely. What is our personal landscape, and how does it help define our personal identity?

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: OPT
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-EIES
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.
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: 0.50
Gen Ed Area: NSM-EE
Identical With: E&ES251
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: OPT
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: [ENVS197 or BIOL197 or E&ES197] OR E&ES199

ENVS286 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, BIOL590
Prereq: [BIOL182 or M8&B182]

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-EE
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-EE
Identical With: E&ES261
Prereq: E&ES101 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199

ENVS294 Current Environmental Issues in Latin America (CLAC 1.0)
This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs’ projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. 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: CGST268, LAST298
Prereq: SPAN221

ENVS295 Saving Animals: The Politics of Rescue, Captivity, and Care
This course examines the major issues related to captive animal care and rescue across a wide variety of contexts, especially the current global extinction crisis, with specific attention to the ethical, political, and social dimensions of human-animal interactions. Discussions, films, readings, and an independent research project will introduce students to key concepts related to animal care and rescue. Specifically, the course will focus on topics including the ethical dilemmas of care, the politics of extinction and conservation, animal trafficking, wildlife rehabilitation efforts, wildlife refugees, captive animal sanctuaries, and zoos.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-ENVS
Prereq: SPAN221

ENVS297 Food Security and Environmental Conservation (CLAC 1.0)
In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations’ objectives of the millennium. Students will look at particular cases in Latin America. 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: CGST268, LAST298
Prereq: SPAN221

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 minuitia 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

ENVS302 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of “XR”–the decentralized environmental activist organization and global campaign of civil disobedience—it borrows the movement’s self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the “Anthropocene.” How is Christianity entangled among the “historical roots of our ecologic crisis”? What is “eco-theology”? How do ancient narratives of creation and traditional Christian teachings regarding
the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this “planet of slums” and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity’s intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI303, SISP313
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

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

ENVS308 Comparative Urban Policy
Cities are home to more than half of the world’s population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now—individually and collectively—major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives—from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global North are learning from the cities in the global South, and how cities are bypassing toxic partisan politics in their nations’ capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the City of Middletown.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT308, CEAS308
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-ENV
Identical With: ECON212
Prereq: ECON110

ENVS312 Environmental and Resource Economics
This course examines the economic drivers of environmental problems and policies to combat environmental degradation. Topics include failures of the free market, the monetary value of ecosystems, resource utilization across a finite globe, and the unintended consequences of environmental policies. Applications will be gleaned from a vast array of real-world issues, including air quality, biodiversity, ecosystem services, fisheries, forests, oil and gas, public and private lands, transportation, waste management, water resources, wildlife, and other global environmental change phenomena.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ECON310
Prereq: ECON301

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 these 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

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
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their “resources”? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged planet Earth in the process?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI317, SISP327
Prereq: None

ENVS317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their “resources”? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged Planet Earth in the process?
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI317F, SISP327F
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

ENVS320 More-Than-Human-Worlds: Theories, Fictions, Languages
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL310
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 ecopoesy’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, BIOL357
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 [ENVS197 or BIOL197 or E&ES197] 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 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: PHIIL347
Prereq: None

ENVS352 Energy and Modern Architecture, 1850-2020
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-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 CO2/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 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

Offering: Crosslisting
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)

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
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]

ENV376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking

Through this practical course, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussion about the practice and process of community-based art-making at the start of the course, students will apply their learning by playing integral roles in the production of the Forklift Danceworks performance project with Physical Plant and other campus staff in October. Students will learn through job shadowing and interviewing campus employees, developing and rehearsing choreographic scenarios, and supporting performing employees as part of the production team. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENVS
Identical With: DANC376, THEA376
Prereq: None

ENV381 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 experimentation 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

ENV387 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

ENV5391 Senior Colloquium: Environmental Studies

This semester, students will be enrolled in one of three small-group discussion sections. Prior to a student's presentation, the student will record and post a 10-minute presentation in which they can use visuals, videos, and performances about the topic, plus strategies for their senior project. The student will also post a reading to provide all participants with some background into their topic. At the student's presentation in class, the student will lead a discussion on the materials they have made available. Students should come to class prepared to ask questions to the presenter. Students will each make two presentations during the semester.

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.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Prereq: ENVS201

ENV5392 Senior Colloquium: Environmental Studies

This semester, students will be enrolled in one of three small-group discussion sections. Prior to a student's presentation, the student will record and post a 10-minute presentation in which they can use visuals, videos, and performances about the topic, plus strategies for their senior project. The student will also post a reading to provide all participants with some background on their topic. During the student's presentation in class, the student will lead a discussion on the materials they have made available. Students should come to class prepared to ask questions of the presenter. Students will each make two presentations during the semester.

In addition, we will work together on the development of research questions and abstracts for student projects. Our learning goals are to enhance the knowledge of each of the participants in the topics researched by the senior majors.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Prereq: None

ENV5399 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.
ENVS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

ENVS402 Individual Tutorial, Undergraduate
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)

ENVS465 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

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)

FGSS112F Freud and Psychoanalysis (FYS)
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, and the range of his relevance and reception in deconstruction (Jacques Derrida), feminism (Elizabeth A. Wilson), and Black Studies (Franz Fanon, Hortense Spillers, and Christina Sharpe).
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL114F
Prereq: None

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: Queer Readings of "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 abledbodiness, heteronomativity, 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 problems 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: C/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

FGSS123F 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

FGSS123 Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so
choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engraving, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? 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 homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123F, COL123F, MDST125F, WLIT249F
Prereq: None

FGSS123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engraving, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? 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 “homosexual” love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123Z, COL123Z, ENGL123Z, MDST125Z, WLIT249Z
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, ENVS130F
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 canonized 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, Mtozake 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

FGSS188 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST188
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: OPT
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 Maria Rodriguez opens QUEER LATINIDAD: IDENTITY PRACTICES, DISCOURSES AND SCALES by asking the reader to engage a practice that refuses explication” by “read[jing] 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 Critical Queer Studies: Junior Colloquium
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: OPT
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
FGSS209 Feminist Theories
How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question, What is to be done? will oversee our work.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS210 Ethics of Embodiment (FGSS Gateway)
Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair—all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FGSS
Identical With: AMST281
Prereq: None

FGSS212X Sexual Politics
This subject introduces ideas developed in feminist theory about the social and political construction of areas of experience relating to the body, gender and sexuality. Issues analysed in the subject include transsexualism, reproduction, pornography, sex work, sexual violence and sexual orientation. Students who complete this subject should be able to understand the ways in which issues connected with the body and sexuality are socially and politically constructed, understand the ways in which the construction of masculinity and femininity affects the learning and regulation of such areas of experience, and apply a variety of feminist approaches to the analysis of these issues.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS214 Posthumanism(s)
This course explores how the interdisciplinary scholarship of posthumanism calls the classical philosophical tradition of humanism into question, beginning with the premise that the very idea of being human has always depended on our shifting notions of the ecological, the nonhuman, the subhuman, and the inhuman. Authors will include Donna Haraway, Robert Pepperell, Katherine Hayles, Jacques Derrida, Cary Wolfe, Zakiyyah Iman Jackson, and Fred Moten, among others.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL215, AMST215
Prereq: None

FGSS215 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: A-F
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
FGSS222 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: OPT
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 reimagings 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

FGSS226 Performance Curation as Relational Praxis
When we hear the word “curator” we might think of the iconic fictional character of Bette Porter—someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance help us reimagine the space of the art institution itself? Does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lux, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy’s Subway, Adult Contemporary, and more.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA216
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

FGSS229Z Thinking with Octavia Butler's "Wild Seed"
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.

Black speculative fiction writer Octavia Butler’s novel "Wild Seed" (1980) begins on the African continent in the 17th century amid the rise of transatlantic slavery and concludes on a plantation in Louisiana on the eve of the 19th-century American Civil War. "Wild Seed" was the last published book in Butler’s Patternist series, but it relates the earliest segment of that epic story, which follows a shape-shifter named Anyanwu and a body-jumper named Doro across geographies, centuries, classes, corporealities, genders, races, and even, in Anyanwu’s case, across species. To quote one student: "It’s the weirdest novel I’ve ever read.” This seminar takes up the myriad and interwoven provocations Butler offers in "Wild Seed" by reading her novel alongside a wide range of scholarly literature in the fields of African and African diaspora studies, Indigenous studies, gender & sexuality studies, animal studies, history, disability studies, religious studies, and cultural studies, as well as visual arts. Rather than “apply” the syllabus texts directly to Butler’s novel, we will attend to how her novel not only reflects—indeed, anticipates—such scholarly and artistic production, but also produces its own aesthetics and epistemologies.

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler’s work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar’s asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler’s novel and vice versa and to comment on one another’s analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but if it, too, will require substantive research.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: AMST277Z, AFAM228Z
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 Iallas (lesbians) in China, and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.

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. What strategic, 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. In addition, we will discuss the recent and ongoing social activism in the U.S. focusing on police violence, Black Lives Matter, voting rights, and the aftermath of the U.S. elections. We will allow time to discuss events that may occur in real time over the course of the semester. 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: CSP235, 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

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 act art 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 Haraway.

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...
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: HA-MUSC
Identical With: MUSC291
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-AFAM
Identical With: AFAM242, HIST258
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

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: OPT
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: OPT
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC256
Prereq: SOC151

FGSS255Z 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 which form sex work, as well as the way in which prostitution is utilized 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 relationships? 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. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC256Z
Prereq: None

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
FGSS269 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST291, COL323
Prereq: None

FGSS276 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheiluye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Coline 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: CLST281
Prereq: None

FGSS285 Gender and Sexuality 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 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, 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

FGSS294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandro Pizarnik, Lucia Puenzo, Manuel Puig, Pedro Lemebel, Karim Ainouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN294, LAST294

Prereq: None

FGSS295 Queer Opera
Opera is a total art: it weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC294
Prereq: None

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
FGSS305 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and lying. It will explore both specific performance practices such 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-RELI
Identical With: RELI379, MDST379

FGSS308 Black, White, and Queer Forms and Feelings
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual 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, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influence health policy and political ideologies which, 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, SISP302
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

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 and sexual 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, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influence health policy and political ideologies which, 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, SISP302
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 Black, White, and Queer Forms and Feelings
This course will focus 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-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
interdisciplinary frame. The course will examine how religious sensibility intersects with sexual orientation, gender identity, violence, sex work, the military, and even fashion. It will study these intersections as reflected in Muslim women's writings, desires, activism, and demands for sexual freedoms or against sex crimes, in different countries and under different legal regimes and geographies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
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

FGSS312 Women's Political and Sexual Revolutions--Middle East and South Asia

This course examines the role of politically organized women's movements, individual pioneers, hashtag and virtual campaigns, and the activism of grassroots and working-class movements in 20th-century Middle Eastern and South Asian contexts, with a focus on their political and sexual struggles, demands, and achievements.

The course is divided into two parts; it introduces a brief history of the nature and dynamics of women's movements in the MENA and SA regions. The second half of the course focuses on feminist documentation and debates around Muslim women's piety, sexuality, and political representation in a broader interdisciplinary frame. The course will examine how religious sensibility
FGSS316 Decoloniality, Feminism, and Human Rights
Is decolonialism only about flag-burning, taking a knee, and bringing down statues of colonial figures? The course will study anticolonial critiques and theories about historic and current settler colonialism and connect these with the prevailing racial, gendered, and economic imperial order. Key classic texts will be studied about how former imperial powers continue to neocolonize the world through tax havens, as well as by leveraging the concept of human rights and often at the expense of gender rights. Specific case studies will be examined to illustrate the range of activism and global creative protests that widen the paths to a decolonized feminist future.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
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: OPT
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP317
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: A-F
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

FGSS322 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 countermoves: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understanding waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crit time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: Host
Grading: 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 logistics 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
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course’s animating (and unfixable) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as “queer” or “trans”? What constitutes a “queer” or “trans” reading of visual culture? How might various formulations of “queer” and “trans” relate to, put pressure on, and/or resist “aesthetics”? What is the relationship between an artist’s self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences’ efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist’s “identity” (asserted and/or imposed) have to do with their art? And what does a viewer’s “identity” (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: THEA311, SOC300, AFAM331, AMST326
Prereq: None

FGSS333 About Clothes: Styles, Histories, Activisms, Poetics
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 eighteenth 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 examples of how the work, products, and pleasures of this multi-billion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking always about connections between style and sexuality, we will look also at ritual, political, and medical uses of clothing. Throughout, you will conduct your own experiments at the intersections among language, 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. We will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester’s theme of Ephemeralism.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM333, ENGL332, THEA333
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]

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 reimaging.

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

FGSS347 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 in the United States and around the world, beginning in the silent period; ranging through the 1930s, ‘40s, and ‘50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM347
Prereq: FILM304 OR FILM307
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 "conjonural." 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,
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-ENG
Identical With: ENGL360, THEA360, AFAM360
Prereq: None

FGSS361 Queer & Trans Erotic Archives

Is it possible to capture and archive ephemeral, flickering pleasures? This course addresses this question by problematizing the relationship between embodied pleasures and affective memories on the one hand and historical analyses on the other. Based on Derrida's critique of archives' selective preservation mechanisms and reification of normative narratives, queer studies scholars have tried to create their own "counter-archives," often by means of an alternative reading of conventional archives. First, participants will discuss the ethics of reenactments and appropriations of archived desires, analyzing specific case studies that will be an entry point into broader issues related to the scholar's involvement in the voyeurism of the archive. Second, participants will discuss how a focus on queer cultures leads to a rethinking of what constitutes archival material, expanding this definition to include erotica and porn, feelings, ephemera, performances, and mass media. Course readings will also reveal the artificiality of the established boundaries between high and low culture, between authoritative knowledge and experiments with bodily pleasures. The course interrogates pornography's potential as a historical source that reveals non-normative fantasies. Participants will discuss the relationship between sexual fantasy and social reality, between representations of idealized boundless pleasure, and historical contexts of stigmatization, pathologization, and institutional violence. This will lead to debates on archival sexual activism and minoritized bodies in the archive, in order to fully grasp the contraposition between over-determination and queer utopianism.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENG
Identical With: ENGL360, THEA360, AFAM360
Prereq: None

FGSS362 Visualizing Black Remains

This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of reenactment/repatriation in relation to forms of loss and dispossession that can neither be repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and repatriation?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM362, AMST362, ANTH362, ENGL362, THEA362
Prereq: None

FGSS374 Abolition and Social Praxis

This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM374, AMST374, SOC280
Prereq: None

FGSS381 Afro-pessimism, Gender, and Performance

This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of repatriation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.

Offering: Crosslisting
FGSS385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM385, AFAM385, THEA373
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: OPT
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, WLIT322
Prereq: None

FGSS393 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT393
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
Offering: to assist in teaching a faculty member's course for academic credit.
The teaching apprentice program offers undergraduate students the opportunity
FGSS491 Teaching Apprentice Tutorial
Prereq: None
Offering: Host
Grading: A-F
FGSS408 Senior Thesis 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
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 Introduction to Collaborative Documentary Filmmaking
In this immersive, time-intensive, hands-on introduction to the documentary film process, students will create compelling stories where real people are the protagonists and 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 work in three-person crews to rigorously explore the power and possibilities of nonfiction storytelling and record, engage with and understand our present moment. Each fall the course has a theme around which film screenings and student projects are organized; for 2021 the theme is sustainability and environmental justice. Students should expect to spend up to 10 hours of work per week outside of class time shooting, editing and working collaboratively with their classmates, including multiple weekends. Film production experience is not required, and experience with Adobe Premiere software is helpful but not required. Lessons include how to craft a compelling non-fiction narrative based on interviews and research, how to build partnerships with the protagonists of the stories you want to tell, how to shoot on-camera interviews and observational footage, how to record and edit sound, and how to edit using Adobe Premiere. Students will present works in progress in all phases of the creative process and actively participate in constructive critical discussions of one another’s work.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: None

FILM105 Writing the Moving Image: Crafting Visual Stories
Designed for first-year students, this course is an introduction to some of the core fundamentals of visual storytelling in both fiction and documentary filmmaking. How do characters’ emotional worlds guide their actions? How are characters informed by and created by the places they inhabit? How is a scene the building block, as well as a microcosm, for a film as a whole? Through close study and analysis of fiction and documentary films, weekly writing assignments, and in-class workshop sessions, students will explore the power and possibilities of nonfiction storytelling and record, engage with and understand our present moment. Each fall the course has a theme around which film screenings and student projects are organized; for 2021 the theme is sustainability and environmental justice. Students should expect to spend several hours per week outside of class time reading, writing, and watching films. Over the course of the semester students will present works in progress, participate in constructive critical discussions, and develop a portfolio of original writing.
Offering: Host
Grading: OPT
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-of-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 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

FILM230 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 "Koreaness," 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS212
Prereq: None

FILM231 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS238
Prereq: None

FILM232 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS302
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: OPT
Credits: 2.00
Gen Ed Area: NSM-IDEA
Identical With: IDEA350, COMP350, CIS350
Prereq: None

**FILM290 Global Film Melodrama**
This course takes as its premise that melodrama is at once a prevalent mode throughout film history and a powerful expressive form addressing significant social changes and historical experiences. It will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial and global contexts. The course will focus on the specific language and conventions of melodrama—the way its codes and features transform as it travels through India, China, Japan, and South America, among other film contexts. Students will study melodrama’s various manifestations in relation to questions of genre, gender, race, affect, and style.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
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
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 and analysis course explores how fundamental changes in film technology affected cinematic storytelling. We will consider the transition to sound, to color, and to widescreen, and more recent "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 across history and point forward to contemporary 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: None

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, Tournier, Preminger, and Lewis, using their work to address how films make meaning through the manipulation of cinematic form and narrative structure.
Offering: Host
Grading: OPT
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 formal and narrative style of various American film directors and personalities in the comic tradition. The class will discuss the overall worldview, the directorial style, and the differing functions of humor in films of each director and/or personality. The course is organized roughly chronologically: the first section focuses on silent- and studio-era filmmakers like Buster Keaton, Ernst Lubitsch, Frank Capra, and Billy Wilder; the latter section looks at contemporary filmmakers who have advanced and/or drawn influence from these earlier traditions.
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 film 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, 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, Dorothy Arzner, 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. In addition to these auteurs, we consider how a broad range of subsequent filmmakers have developed and renewed their techniques. 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
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: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM307

FILM330 The Art and Business of Contemporary Film
Taught by a leading professional in independent film distribution, acquisition, and marketing, this course explores the contemporary cinema marketplace and its relationship to filmmaking. We will consider the process of defining and finding the potential audience for independent and studio films. The class mixes case studies of production, marketing, and reception with film screenings and analysis. Students will hone their skills of practical analysis: articulating a film's essential appeal, distilling its story, and assessing its artistic and commercial merits. Visiting producers and filmmakers will discuss their work in light of its intended audience and reception. Assignments include written briefs on recent releases and their market profiles, analyses of exemplary independent American films, and a collaborative case-study presentation. This is a master class in the film business taught from the perspective of effective cinematic storytelling.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM307

FILM331 Video Games as/and the Moving Image: Art, Aesthetics, and Design
Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another’s work. Experience with computer programming is helpful but not essential.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: CIS331
Prereq: None

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 live-streamed with live piano accompaniment during the online class sessions, and additional viewing will be 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

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, cultural, 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 Bai Xue, Bong Joon-ho, Peter Chan, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujirō, Tian Zhanzhuzhang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, and others will be featured.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: CEAS346, WLT326
Prereq: FILM304 OR 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 in the United States and around the world, beginning in the silent period; ranging through the 1930s, ’40s, and ’50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgeniy Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FGSS347
Prereq: FILM304 OR 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 televisural 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: OPT
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 include Roy Andersson, Jayro Bustamante, Leos Carax, Alan Clarke, Luc and Jean-Pierre Dardenne, Terence Davies, Claire Denis, Mati Diop, Jafar Panahi, Abbas Kiarostami, Samira Makhmalbaf, Steve McQueen, Cristian Mungiu, Lucrecia Martel, Cornelui Porumboiu, Abderrahmane Sissako, Agnes Varda, Thomas Vinterberg, Edward Yang, and Andrey Zvyagintsev, among others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM304 OR 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 ARTIFICAL 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, Doris 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

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 an introduction to the dynamic history, culture, and aesthetics
of Hong Kong cinema from 1960 to the present day. The course will explore
the factors that enabled the Hong Kong film industry to become a local and
global powerhouse, 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 Youn Kwai, Yuen Woo-
ing, and others.

Offering: Host
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 Hollywood. 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: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM304 AND FILM307

FILM388 Global Film Auteurs
This course offers a comparative 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 Andrea Arnold, Julie Dash, Fernando Eimbcke, Krzysztof Kieslowski, Akira Kurosawa, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, and Zhang Yimou, among others.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM304 OR 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: A-F
Gen Ed Area: HA-FILM
Prereq: FILM304 AND FILM307
Credits: 1.00

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: OPT
Gen Ed Area: HA-FILM
Prereq: FILM304 AND FILM307
Credits: 1.00

FILM395 Autobiographical Storytelling
How do filmmakers and writers negotiate memory, identity, and the author's voice to create original work drawn from life? Through analysis of a broad range of autobiographical narratives, students will investigate different modes of working with personal source material and explore the capacity and complexities of family and individual narratives to showcase diverse perspectives and interrogate assumptions about the self on screen. In this reading- and writing-intensive course students will annotate and analyze literary sources and films, and should expect to spend several hours reading, watching, and writing outside of class time per week. In addition to short written responses, students will create a portfolio of original creative work that might include essays, screenwriting, in-class presentations, and/or short video responses. Course materials will include films and writing by Chantal Akerman, James Baldwin, Alan Berliner, Julie Dash, Nathaniel Dorsky, Cheryl Dunye, Yance Ford, Kirsten Johnson, Nathalie Leger, Jonas Mekas, Ross McElwee, Michael Moore, Sarah Polley, Lourdes Portillo, Marlon Riggs, Marjane Satrapi, Agnes Varda, and others.
Offering: Host
Grading: OPT
Gen Ed Area: HA-FILM
Prereq: None
Credits: 1.00
Identical With: WLIT207

FILM396 African American Cinema
This course surveys the history of African American film and African Americans in film, exploring the textual, industrial, and cultural production of Blackness in American cinema from the silent era to the digital present. The course considers the dominant, often stereotyped and devalued constructions of Blackness in mainstream Hollywood film, in relation to the self-defining representations and active responses of African American filmmakers and audiences. In surveying a range of historical and contemporary texts, we will track key movements, films, figures, and themes in the history of mediated Blackness and of "Black Film," paying particular attention to how Blackness has been intersectionally constructed in relation to gender, sexuality, class, and place, and how those representations shift over time.
Offering: Host
Grading: OPT
Gen Ed Area: HA-FILM
Credits: 1.00
Identical With: AFAM395
Prereq: None

FILM397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. The imagined city of cinema is born at the intersection of mental, physical, and social space. Bringing together a range of cinematic practices and urban experiences, the course will explore how the imagined city becomes the site of the rhythms and movements across Asia--from a space of possibility (conjugal relations and social mobility), to a site of urban poverty, crime, religious violence, gender politics, and migration.

We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Thailand, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia.
Offering: Host
Grading: A-F
Gen Ed Area: HA-FILM
Credits: 1.00
Identical With: CEAS397
Prereq: FILM304 OR 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
In this course, documentary history and theory meet production: "What does it take to make different style documentaries--including observational, poetic, expository, participatory and reflexive?" Students will explore documentary story elements and film grammar as they learn how to capture sound, record video, edit material, light subjects, conduct an interview, and work with archival materials, graphics, and music. They will learn through practice and by screening and analyzing a wide range of long-form documentaries made by a diverse set of filmmakers.
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 point of view, 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: A-F
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, 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

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, film scholarship, screenplays and films and should expect to spend several hours reading and writing outside of class time per week. In addition to in-class film screenings, film analysis assignments, in-class writing exercises and presentations, students will develop, pitch and write original adapted screenplays (either a short film script or the first act of a feature script) based on short fiction, novels, plays and films.
Offering: Host
Grading: A-F
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: FILM304 AND 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, synopsize, 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.
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: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Prereq: FILM450

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

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.
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: Amp Graded
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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

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

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: A-F
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: Amp Graded
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, outside-of-class grammar review, and compositions are to be expected.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FREN217 Exoticism: Imaginary Geographies in the 19th-century French Short Story
This is a 200-level version of the 300-level course offered this same semester. In it, we 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, Merimée, Loti, Flaubert, Hugo, Baudelaire, and Théophile Gautier. Note: this class will be offered in person on Monday and Wednesday and online on Fridays.
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 laicité, 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 novel, 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

**FREN223 French Way(s)**

What are "French" ways? What is important to the French, and how do they view themselves? What do they think about issues facing their country, Europe, and the world at large? What relationship does France have with the francophone world? What does it even mean to be "French"? Students in this course will explore these questions by examining a variety of materials including the press, comic strips, films, music, vlogs, television and radio broadcasts, and other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture. 

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: HA-RLAN

Prereq: None

**FREN224 Cultural Mo(uve)ments 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, Antilliane, Créole, 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: OPT

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
how do they function within definitions of French identity? have these contradictions shaped “le Sud” as territory, community, and idea, and a place of dark and shady business run by local and international mafias. How open to migrations. The 2005 riots did not affect Marseille, yet the first elected Marseille’s streets (rue Thubaneau), and the city remains a cosmopolitan port, Although a geographical denomination, a cardinal point, “le Sud” is a by immigrants from former French colonies. Provence to one that includes other Souths such as the global South represented to the South. Eventually, we will work out a new definition of “le Sud,” from a greater knowledge of the many artists and thinkers who have been drawn Provençal identity and how its portrayal has evolved over time. We will gain 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

FREN234 Francophone Belgian Culture
The Kingdom of Belgium gained its independence from the United Kingdom of the Netherlands after the Belgian revolution of 1830 and has since been developed as one of the central powers of the European Union, of which it was a founding member and whose principal institutions are located in the Belgian capitol, Brussels. The kingdom contains four linguistic regions: Dutch-speaking Flanders, French-speaking Wallonia, German-speaking Eupen-Malmedy, and bilingual (French-Dutch) Brussels. This course will study the development of Francophone Belgian culture since the mid-20th century. We will focus on authors like Georges Simenon, Marguerite Yourcenar, Jean Bofane, Joseph Ndwanji, Amélie Nothomb, Nicolas Ancion, and Bernard Quiriny; musicians like Toots Thiellemans, Jacques Brel, Celice Kayirebwa, Princesse Mansia M’Bila, Dieudonné Kabongo, Zap Mama, Hooverphonic, Stromae, Damso, Romeo Elvis, and Angèle; and cineastes like Chantal Akerman, Jaco Van Doremael, Jean-Pierre and Luc Dardenne, Lucas Belvaux and Bouli Lanners. The course will also include a unit on the well-known bandes dessinées (comic books) created by Belgian authors and artists, like Herve (Tintin), Morris et Goscinny (Lucky Luke), Jean Van Hamme (Thorgal, XIII, Largo Winch), Hermann (Jeremiah), and Spenale (Wonder Pony).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN

FREN236 Going South: “Le Sud” and Its Representations in French Literature and Culture
The course explores representations of “le Sud” across media, from myths and legends to songs, literature, film, and television. We will learn the origins of Provençal identity and how its portrayal has evolved over time. We will gain a greater knowledge of the many artists and thinkers who have been drawn to the South. Eventually, we will work out a new definition of “le Sud,” from Provence to one that includes other Souths such as the global South represented by immigrants from former French colonies.

Although a geographical denomination, a cardinal point, “le Sud” is a contradictory and moving space. The French anthem was first sung on one of Marseille’s streets (rue Thubaneau), and the city remains a cosmopolitan port, open to migrations. The 2005 riots did not affect Marseille, yet the first elected mayors from the far-right Front National were in Orange, Toulon, and Vitrolles. The South has a place of light and sun that attracted numerous painters and a place of dark and shady business run by local and international mafias. How have these contradictions shaped “le Sud” as territory, community, and idea, and how do they function within definitions of French identity?
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 repertories, 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

**FREN301 What Can the Middle Ages Teach Us About Nature?**

Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
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: A-F
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, THEA291
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: OPT
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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FREN310 French Crowds, Mobs, and Mobilities
Under the date of 14 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? Can governments bring crowds to a stop? What does immobility mean for the French?

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 events in French history from the 18th century to contemporary France: the French Revolution, the Paris Commune, May 1968, the 1983 March for Equality and Against Racism, the Yellow Vests, and the COVID-19 lockdowns. 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 across time and space.
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 monolingualistic 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 underestimated. 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 exhibitions, 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

FREN326 Topics and Genres in French Popular Culture
Spanning the mid-19th century to the present, this course will present and examine the expansion of such genres as newspapers’ feuilletons (serialized novels), romans de gare (easy literature), detective novels, and bandes dessinées (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers’ growing presence in the field.
Offering: Host
Grading: A-F
newspapers and popular periodicals, artists’ letters and manifestos, performance relying on contemporaneous primary sources (literature, of course, but also course, we’ll dig deep into the music, visual arts, and literature of the period, Baudelaire, Van Gogh...and many of them collaborated across media. In this were active there during that time: Debussy, Monet, Picasso, Stravinsky, Matisse, and upheaval in France. Many of the most-recognized names in the art world called fin de siècle--was a period of remarkable creative energy, production, 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

FREN330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chrétien de Troyes
Chrétien 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

FREN336 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FREN335 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: 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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM363, COL363, MDST363, THEA363
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

FREN390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L390, COL393, GRST291, MDST390
Prereq: None

FREN391 Diderot: An Encyclopedic Mind
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

FREN397 Forbidden Love: From the Middle Ages to the French Revolution
This seminar examines the notion of "forbidden love" in prose fiction, memoirs, poetry, and theater written in French from the Middle Ages to the French Revolution. Students will gain a theoretical and historical understanding of concepts such as love and desire, and how they inform ideas of race, gender, and sexuality in the early francophone world. Students will also watch 20th- and 21st-century film and theatrical adaptations of selected works. By the end of the course, students will have acquired an appreciation for a central but often neglected dimension of francophone literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explored how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provided evidence of competence in critical reading and in the presentation of independent research.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
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
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
texts of the 20th century. Undertook their ambitious project, learn about ways in which scholarship has (be able) 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: GRST279, COL279, WLIT251
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.
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: Amp Graded
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: None

GRST102 Elementary German

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: GRST101

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: A-F
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 beattending 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, ENV5228
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: ENV5230F, GELT230F
Prereq: None

GRST231F 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: ENL295, COL339, CLST393, 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, Ottilie 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. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German 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 personal discussions 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. Students need to read Olga Grjasnowa's "All Russians Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: CJST233F
Prereq: None

GRST234F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRTC117F, CJST234F
Prereq: None

GRST238F Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical
GRST241 Introduction to European Avant-Garde, 1880–1940
This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism’s relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL251
Prereq: None

GRST249 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances—animals, vegetables, and minerals; people and artifacts—the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.
Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities—parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero—provoking one critic to call them “ghosts of departed quantities.”
In conjunction with the CHUM theme “Ephemera,” this class will study the philosophical turbulence induced by the new science—in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) 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
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

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 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 Napoleonic 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 Kekilli, 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

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: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL279, GELT279, WLIT251
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 control and 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

GRST284 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukacs in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies' inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was spurred by a utopian impulse.

The first two thirds of our course will focus on getting to know and carefully analyzing canonical works of Critical Theory from the 1930s to 1970s. Our central point of reference will be Theodor Adorno and Max Horkheimer's "Dialectic of Enlightenment" (1944), which we will read in conjunction with essays by Walter Benjamin, Siegfried Kracauer, Herbert Marcuse, Erich Fromm, Leo Lowenthal, and Frederick Pollock. We will also consult works that informed these thinkers. In the final third of the course, we will ask about the continued relevance of Frankfurt School Critical Theory by reading a number of thinkers and critics who have carried the concerns of the first generation of critical theorists into the present, such as Nancy Fraser, Moishe Postone, Angela Davis, and Rahel Jaeggi. Finally, students will explore contemporary social, political, and cultural phenomena of their own choosing, using methods drawn from Frankfurt School Critical Theory.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL265
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

GRST291 Directed Research in European Studies  
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one’s research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.

Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: HA-RLAN  
Identical With: RL&L390, COL393, MDST390, FREN390  
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 GRST2515 OR GRST2525

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 Rush, 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: COL316  
Prereq: GRST213

GRST310 Newest German Literature and Film  
This seminar is designed to introduce students to films and literary texts produced in the German language in the past few years. Because the materials we will read and watch are of recent vintage, they are not yet part of an established canon: What their significance is and how and why we should engage with 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 and filmic creative work 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 revival of nationalist, Islamophobic, and authoritarian politics, the European Union's crisis of legitimacy in the wake of the Covid-19 pandemic, or the new "social question" arising from the dismantling of the welfare state and the growing "precarization" of work.

Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: HA-GRST  
Identical With: COL316  
Prereq: GRST213

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: HA-GRST  
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, Vladmir 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 Bizon 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 dell 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 inaudient 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
GRST386 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted": Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "symphilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the occult and demonic. In tracing the tensions between disenchantment and re-enchantment, we will consider works of literature, criticism, art, and music, including works by some of the key figures in the German intellectual and artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara Schumann, Franz Schubert, Karoline von Gunderrode, Bettina von Arnim, Novalis, Annette von Droste-Hülshoff, and the young Karl Marx.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL315
Prereq: GRST213

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

GRST467 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

GRST468 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: OPT

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
Prereq: 
Gen Ed Area: 
Credits: 
Grading: 
Offering: 

GOVERNMENT (GOVT)

GOVT102F Politics: Fundamental Concepts (FYS)
This First Year Seminar introduces students to the concepts that remain central to political life: capitalism, class, race, gender, state, citizenship, power, civil society, democracy, anarchy, populism, and fascism, to name a few.
Offering: Host
Grading: OPT
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

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

GOVT155F 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

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.
This will be a synchronous class but the instructor will record class for asynchronous learners in different time zones.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

GOVT151 American Government and Politics
This course introduces the "building blocks" of American politics and government at the national level. It has four main parts: (1) foundations of our governmental system, (2) political institutions and the way they generate policy, (3) politics at the level of the individual citizen and the mechanisms that link the masses to elites, and (4) how all the factors come together in the making of public policy. We will scrutinize insider accounts of politics, scholarly work on governmental processes, and popular debates on issues and institutions. In addition, we will discuss why Americans are often so unhappy with their politics and politicians and the challenges faced by elected officials attempting to meet a wide scope of public demands. This course is designed specifically for first-year students.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

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: A-F
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. parliamentarism in liberal
democratic countries), the causes and consequences of shifts between types of
political systems (e.g., transitions from authoritarian rule), and the relations
among social, economic, and political changes (e.g., among social justice,
economic growth, and political democracy in developing countries).
Offering: Host
Grading: 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
philosophy, and modern social science.
Offering: Host
Grading: OPT
Credits: 1.00

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
provides 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

GOVT202 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: OPT
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
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 and 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
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic 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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

GOVT222 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

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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

GOVT261 Politics of Inequality
This course focuses on inequality along various identity-based dimensions in American politics. Students will leave with a deep understanding of why inequality is a normative concern, and how politics has created and has the power to alleviate inequality along class, racial, and gender divides. Specifically, the course will focus broadly on the level of inequality in these three areas, and the degree to which this has changed over time. We will explore both the political and social phenomena that have driven this inequality, and the ways they intersect and exacerbate the impact for those who share multiple stigmatized identities. Finally, students will, in their final papers, explore potential political policies that can help to reduce or even eliminate inequality.
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: OPT
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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: LAST271, CEAS271
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.
This course will be taught fully remote in spring 2021 in order to make it possible for students located abroad to take the course. There will be voluntary opportunities for in-person interactions at several points during the course for those who are located on campus.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: CEAS273, ENV5273
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

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: OPT
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, 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

GOVT279 State and Society
Every aspect of our lives is shaped by the state. How do social theorists conceptualize the state? How did the modern state come to be? From where does it derive its legitimacy? We will look for the answers to these questions in the works of Marx, Weber, Foucault, Bourdieu, James Scott, critical and feminist scholarship, as well as libertarian and anarchist scholarship.

We will then talk about how the involvement of the state in social and economic life has varied cross-nationally, and seek to understand in what ways the American statecraft is considered "exceptional." We will learn about welfare states, penal states, racial states, straight states, submerged states, authoritarian states, strong and weak states.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

GOVT281 Democracy and Social Movements in East Asia
Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in East Asia by surveying contemporary social movements in the region. We will examine the rise of civil society and its role in political and social changes in both authoritarian and democratic societies in East Asia.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CEAS
Identical With: CEAS205
Prereq: None

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 Germany economy? How can we make sense of the Italian “second republic”?

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-GOV
**Identical With:** CEAS296
**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-GOV
**Identical With:** CEAS296, 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:** A-F
**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:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-GOV
**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
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
Prereq: None

GOVT305 Challenges to Democracy in East Asia
This upper-level seminar course examines the contemporary challenges to democracy in East Asia. The main questions we will address through the course readings and class discussions are: Is there a crisis of East Asian democracy? What are the challenges to democracy in East Asia? Are these challenges unique to East Asian democracies?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS325
Prereq: None

GOVT306 Comparative Urban Policy
Cities are home to more than half of the world’s population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global North are learning from the cities in the global South, and how cities are bypassing toxic partisan politics in their nations’ capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the City of Middletown.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: CEAS308, ENV308
Prereq: None

GOVT309 Contemporary Challenges in Latin American Politics
Latin America's contemporary politics 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

GOVT312 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: OPT
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: OPT
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.
Terrorism. This course will also highlight the concepts of citizenship in receiving 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

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-GOV'T

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-GOV'T

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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOV'T

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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT

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: OPT
Credits: 1.00
Gen Ed Area: SBS-CSPL
Identical With: CSPL330
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
We now face myriad of changing 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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT

GOVT336 New Topics in International Political Economy
This course helps students understand how states cooperate in three new areas: global health, climate, and identity politics. The course introduces new IPE research on health, climate, and identity, focusing on these issues’ relationships with interstate economic interactions. The course has four modules: a) IPE theory review, b) Global health and trade/intellectual property, c) Environmental protection and trade/foreign direct investment, d) Identity politics and globalization. After a brief review of IPE theories in the first module, the course will touch on specific topics of importance. For example, the health unit explores the relationship between intellectual property rights and global health outcomes, how trade policies affect states’ responses to health crises, and how the global trade regime (i.e., the WTO) mediates those policy responses. The environment module investigates how economically developed countries use trade agreements to protect the environment and why some companies support climate actions more strongly than others. The identity module examines how gender, race, and ethnicity may shape individual preferences on globalization. In the process, students will apply IPE theories to understand new challenges the world faces. This course is designed for students who are already familiar with core concepts in IPE, including those who have previously taken GOVT 329. However, GOVT 329 is not a prerequisite.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT

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
GOVT338 Global Modern Political Thought
Modern political thought is defined by questions of the consolidation of state power, democratic governance, the rise of capitalism, and the legitimate uses of violence. Yet, these questions are intertwined with questions of colonialism, racism, and inequality. How does capitalism give rise to new ways of life across different times and places? What new forms of subjectivity arise with the consolidation of the nation-state, the emergence of new forms of communication, and the rise of the so-called autonomous individual? What is the relationship between democracy, empire, and colonialism? This course will consider the writings of thinkers such as Thomas Hobbes, John Locke, Jacques Rousseau, and Karl Marx in dialogue with Franz Fanon, Mao Zedong, B.R. Ambedkar, Mahatma Gandhi, Kwame Nkrumah, Enrique Dussel, and others. This course is required for political theory concentrators in the government major.
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

GOVT342 Questioning Authority: On the Politics of the Teacher-Student Relationship
What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students benefit for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond. From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.
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 collectively creating 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

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

GOVT350 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
deficit with Canada - we will broaden our understanding of various participatory,
deception - from Plato's Myth of the Metals to Donald Trump's illusory trade
By examining the philosophical treatment and historical practice of political
democracy? Where do we draw the line between persuasion and deception?
What ethical duties and obligations befall representatives and citizens within a
deception and democratic government. Is lying for political gain undemocratic?
This course will undertake a more complex and nuanced analysis of political
What's the best way to tell if a politician is lying? According to the punchline
Prereq:
Gen Ed Area:
Credits:
Grading:
Offering:
Host
A-F
1.00
SBS-GOV

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 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-GOV
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-GOV
Prereq: None

GOVT356 Theorizing Subjection Beyond Contract and Consent
What modes of subjection does political life elicit from us, and how do they underpin and challenge our ideas of consent? Can we give genuine consent when we have already been subjected to parental authority? When we have unconscious desires we cannot avow? When we lack meaningful control over the norms that constitute our political, social, psychic lives? This class examines the centrality of the notion of consent to the liberal democratic order, and how it requires a prior mode of subjection that the liberal subject cannot knowingly or willingly consent to. In Unit 1, we read classic formulations of the liberal individual who consents to political rule (Locke, Hobbes, Rousseau). We look for the ways these theorists presuppose and disavow practices of subject formation that are beyond consent–parental authority, the informal authority of mores and norms, deception, precarity, ideology. We then read critiques of the social contract tradition that highlight the constitutive exclusions of liberalism, and ask how consent bears upon subjects that are constituted by the state as included others (Pateman, MacKinnon, West, Mills, Simplican). In Unit 2, we read critiques of the liberal subject that interrogate the possibility of genuine consent, examining issues of false consciousness (Marx, Marcuse), self-opacity and the unconscious (Freud, Benjamin), discursive constitution (Foucault), and performativity (Butler). We use these thinkers to interrogate the distinctions underpinning liberal notions of consent, such as autonomous and heteronomous, authentic and inauthentic, public and private. In Unit 3, we examine how the notion of consent is changing in our current political moment, in which the liberal democratic state is waning, but the notion of consent persists, such as under neoliberalism (Brown, Feher, Berlant), sexual assault (Kessel, Halley, Murray), and right-wing movements (Grattan, Anker). We close by considering what might be alternatives to and reconfigurations of this model of consent (late Foucault, Maxwell).
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM376
Prereq: None

GOVT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand 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 The 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 The Republic, the classroom will become the Athenian state. 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 the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play’s themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic’s relevance for contemporary United States.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRTC357, CSPL357
Prereq: None

GOVT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand 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 The 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 The Republic, the classroom will become the Athenian state. 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 the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play’s themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic’s relevance for contemporary United States.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: WRTC357Z, 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
Identical With: 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

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 strongly, 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: OPT
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: None

GOVT379 Access to Civil Justice
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. Topics to be covered include the meaning of democracy, the measurement of democracy, democracy and the rule of law, democracy and populism, the right to vote, and electoral integrity.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: LAST382
Prereq: None
GOVT384 Representation in Congress
This class will examine the nature of congressional representation both from the perspective of how individual members represent their constituents and how effectively Congress as a whole represents the diverse interests of the country. We will pay particular attention to how reelection motivates members of Congress's behavior and how increases in polarization and the centralization of power in the hands of party leaders has affected the nature of congressional representation. In addition, we will focus on the degree to which certain groups are over or underrepresented in Congress and the resultant consequences for policymaking and institutional legitimacy.
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: OPT
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 neopopulism, 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
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: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: FGSS393
Prereq: None

GOVT394 Law, Justice, and Democracy
This advanced research seminar will study law through a political sociological lens. Students will write a major term paper exploring a theoretical or empirical question.

We will ask: What is law? What does it mean to think of law as a social construct? We will explore how these questions have been answered by social theorists like Marx, Weber, Durkheim, and Foucault, and by legal scholars writing in the tradition of legal positivism, legal realism, and critical legal studies.

We will talk about the relationship between law and justice. What does it mean for laws to be unjust? What are the normative arguments that have been made about how to respond to unjust laws?

We will discuss how social phenomena get legally constructed. Who is a person? What constitutes speech? What constitutes religion? What is a crime? What is gender? Who is a criminal? 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 spend some time on questions of crime and punishment. We will talk about the history of modern prison, and why the carceral state has expanded in the U.S. We will also talk about death penalty, and how and when the modern state kills.

Finally, we will talk about the place of courts in the American system of government, and policymaking.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Prereq: None

GOVT395 Caste, Race, and Democracy
Drawing on the resources of social and intellectual history, political theory, literature, and social science, this seminar will explore the intimacies and differences between two forms of social differentiation: caste in South Asia and race in the United States. We will focus, in particular, on the relationships between caste formation, racial formation, and imperial power; the diagnoses of and forms of democratic resistance to caste and race subjugation that were articulated in the 19th and 20th centuries; and the place of contemporary social science in documenting both the persistence of oppression along caste and racial lines and the success of efforts to combat such oppression.

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).

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
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: A-F

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: OPT

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.
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: OPT
Credits: 1.00
Gen Ed Area: None
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: None

GRK201 Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory
In classical Athens there were no public prosecutors and no lawyers. Citizens took it on themselves to prosecute their political enemies, their wives' lovers, and violent offenders against family, friends, and state. Court cases are fascinating for the laws, political dynamics, social beliefs, animosities and gossip they bring to light. In this course, we will focus on selections from two cases in Greek and will also read additional cases in translation.

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

GRK252 Dionysiac Transformations: Gender, Violence, and Justice in Euripides' Hecuba
Euripides' "Hecuba" dramatizes the immediate aftermath of the Trojan War, as the victorious Greeks are waiting for favorable winds in Thrace—a no-man’s-land. At this liminal time and space, we witness the "civilized" victors' abuse of power and the law against their female captives and the brutal revenge of the oppressed, culminating in literal transformation and loss of human form. Working with the Greek and secondary readings, we will explore the rhetoric and morality of power, justice, and empathy, how these shift within the plot, and how the dramatic medium itself may affect the audience's sympathies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

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
victissitudes, 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 Calypso; 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
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 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: OPT
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 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: OPT
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
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. This 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: SBS-CJST
Identical With: CJS141, CGST414
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,
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: A-F
Credits: 1.00
Gen Ed Area: HA-CGST
Prereq: None

**HIUR211 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: A-F
Credits: 1.00
Gen Ed Area: HA-CGST
Prereq: None

**HIUR212 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 student are expected to converse comfortably in colloquial Hindi-Urdu on a wide variety of familiar subjects.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CGST
Prereq: None

**HIUR213 Hindi-Urdu Language and Culture for Heritage Learners**
This course is specifically designed for heritage learners of Hindi and Urdu who have some proficiency in these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students will visit cultural/community centers to get a feel for the language and culture in practice.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CGST
Prereq: None

**HIUR217 Advanced Hindi-Urdu Language and Culture for Heritage Learners**
This course is specifically designed for heritage learners of Hindi and Urdu who have good proficiency in one or both of these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students
will visit cultural/community centers to get a feel for the language and culture in practice.
Offering: Host
Grading: A-F
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 activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST104F Islam and Empire Through Fiction (FYS)
This first-year seminar will cover the three different empires of the Early Modern era (c. 1500-1800), encompassing much of the Muslim world: the Ottoman Empire in the core of the Middle East, Safavid Empire in Persia and beyond, and Mughal Empire in South Asia. Our aim is to analyze both common and divergent patterns and structures of imperial rule as well as shared imperial legacies and cultural resources. In addition to lectures and secondary background readings, students read and discuss fictional works, with a view to exploring “Islamic civilization” through literary voices of acclaimed authors. Reading fiction is to help us through the fragmentary nature of the sources used to reconstruct the major debates that surround the emergence and formation of Islamic empires in the Early Modern period. Questions of fictional narration, historical memory, and revisionist history will also be discussed.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST106F Black Reconstruction: The Origins of America's Racial Divide (FYS)
Voter intimidation, racial violence, an impeached president, an embattled Congress, threats of a civil war, and emboldened domestic terrorists are not a new phenomenon in American history. All have their roots in America's most violent, revolutionary, and contested era: Reconstruction. Beginning after the Civil War, Radical Republicans inside and outside Congress worked with free Black allies to found an American nation that lived up to its ideals. White domestic terrorists, backed by an increasingly recalcitrant Democratic Party, violently opposed the increased political power and civil rights of African Americans. In this first-year seminar, we will examine the contours of that contest, the world that it created, and the lasting influence of America’s unfinished revolution.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST107F Life of the Modern Fact (FYS)
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 course explores the tools and techniques that people have used to craft facts in varied domains of applied science, such as agriculture, climate modeling, epidemiology, and pharmaceutical production. The course also examines how broader social structures, such as law and community, helped produce facts as people shared, defended, and used them. We consider examples from the 17th century through the present day, including practices of nature study, classification, quantification, and experiment.
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—what 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

HIST110F Been in the Storm So Long: Grassroots Movements and the Black Freedom Struggle (FYS)
Most civil rights narratives focus on Martin Luther King, Jr. and other prominent leaders of the civil rights movements. This course seeks to shift that narrative to young activists working on the ground in the struggle for Black freedom. These college students used grassroots organizing tactics, embedding themselves in local Black communities, to drive local politics and draw attention to larger systemic issues. We will look specifically at the work of the Student Nonviolent Coordinating Committee (SNCC), led by John Lewis and Stokely Carmichael, as they moved from the shock troops of the Southern freedom struggle to Black Power.
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, postcolonialism, and globalization. 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, though we will also consider the rise of “parallel” cinema. Feature films will range from classics like “Mughal-e Azam” (1960) and “Umraon Jaan” (1981), to lesser known works like “Shatranj ke Khiladi” (1977), “Mirch Masala” (1987), and “Hazaaron Khwaishein Aisi” (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as “Lagaan” (2001), “Rang de Basanti” (2005), and “Jodhaa Akbar” (2008), comparing them to the ambivalent domestic and diaspora response to period dramas like “Dil Se” (1999), “Mangal Pandey” (2005) and “Laal Kaptaan” (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 films: “Bye Bye Bernard” (“Hrair” in 1965) and its French retrospective “Le Camarada” (1972), which explored how the filmmaking process of the 1940s and 1950s engaged with issues like national identity and postwar assimilation. In “Joggers” (1980), the treatment of the 1940s and 1950s is discussed as selected secondary sources in the field.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST129F Philosophy and the Movies: The Past on Film (FYS)
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
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

HIST156 Introduction to History: The Ottoman World
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: Host
HIST156F Introduction to History: The Ottoman World (FYS)
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman “decline,” on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST160 Introduction to History: U.S. in the World Since 1776
Transcending the nation-state framework, this course foregrounds transnational and international frameworks to explore the United States’ role in the world since 1776. We will explore the rise of the United States’ vast settler colonial empire in North America, its vast overseas empire in the Pacific and Atlantic Oceans, and the role of the United States in international and global affairs in the 19th and 20th centuries. We will look both at the policies created by U.S. presidents, diplomats, and military leaders, as well as the experiences of Black, Indigenous, People of Color, and colonized peoples of the Global South who have been affected by the U.S. presence in the world. We will also underscore the importance of international organizations, non-state actors, and non-governmental organizations, such as the United Nations and the American Red Cross, that have shaped international society over the 20th century. Throughout the course, we will explore the themes of race and ethnicity, imperialism and colonialism, migration and immigration, nationalism and internationalism, self-determination and decolonization, militarism and development, and diplomacy and foreign policy.
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: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identities 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
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
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 draw 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
Prereq: None

HIST186 The Raj: India and Britain (Introduction to History)
This course examines the linked history of India and Britain from the 18th to the 20th century. The focus will be on the rise and demise of the British Empire in South Asia, commonly referred to as “the Raj,” and how the experience shaped what it meant to be both Indian and British. Along the way we will learn how merchants from a remote island nation 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 mainly 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
Identical With: CEAS185
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
Identical With: FGSS188
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
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
Identical With: MDST204
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: CLST231
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: CLST232
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 1860 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
Identical With: CEAS265
Prereq: None

HIST211 Protest and Dissidence: A Middle Eastern History
Protest, rebellion, insurgency, and revolution have shaped the history of the Middle East from the inception of the Ottoman Empire to this day. Rebels from the lowest echelons of society to the highest rose up in a tremendous variety of historical contexts in the long and political history of this wide-ranging human geography. Analysis of such instances of sociopolitical movements across the region for 500 years foregrounds the agency of those who seek change, for what, for whom, and how. This seminar will introduce students to various modes of resistance and protest in the region in five modules comprising the geography of what we today call the Middle East, from North Africa to the Balkans, and Iran to Afghanistan: military rebellions, banditry (peasant and tribal), ethnic insurgency, anti-colonial nationalist revolutions and post-nation state activism, including political Islamic, LGBTQ, academic, and journalist mobilizations.

Offering: Host
Grading: OPT
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.
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: COL332L
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: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
IDENTICAL WITH: CEAS224
PREREQ: None

HIST225 Pirates, Traders, and Colonial Settlers in Maritime East Asia

Between the 17th and mid-20th centuries, Mariners, traders, and adventurers from different parts of the world converged on East Asia to profit from trade and military conflict. Situated at crossroads of global trade networks, port cities of Canton and Nagasaki, as well as the islands of Taiwan, Tsushima, and the Ryukyus, became sites of political contestation. This course looks at how pirates, traders, and colonial settlers in maritime East Asia reshaped the economic and political order of the modern world.

OFFERING: Host
GRADING: OPT
CREDITS: 1.00
GEN ED AREA: SBS-HIST
IDENTICAL WITH: CEAS227
PREREQ: None

HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa

The 1929 Women’s War is a touchstone for women’s history in Africa. By ‘sitting on a man’ women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession.

Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.

OFFERING: Host
GRADING: A-F
CREDITS: 1.00
GEN ED AREA: SBS-HIST
IDENTICAL WITH: FGSS227
PREREQ: None

HIST227 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 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capital to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.

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 nationalism 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

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

HIST236 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST237, WLIT342
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 Loyalism: Reconfiguring North America in the Age of Revolution, 1774-1848
At the end of the Seven Years’ War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, 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: A-F
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
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: A-F
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

HIST244 Islam and Empire

For much of human history over the past few thousand years, empire has been the norm. Three different empires of the Early Modern era (c. 1500-1800)--the Ottoman Empire in the core of the Middle East, the Safavid Empire in Persia and beyond, and the Mughal Empire in South Asia--encompassed much of the Muslim world. We will stress both common and divergent patterns and structures of imperial rule, as well as examine shared imperial legacies and cultural resources, along with cross-imperial connectivities and mobility.

We will do so by studying the religious, political, racial, and economic bases for these imperial systems around an analysis of Islam, including how it established legitimacy and impacted these great empires. At the core of this seminar is the framework that the "problem of empire" in the early modern world is a central part of the early modern Muslim world and indeed the modern Middle East, indeed including the present.

Offering: Host
Grading: OPT
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, CLST118
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: OPT
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: ENV5252
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
Identical With: CEAS226, SISP257
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, 700-1243
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. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.

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
Bananass, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosi 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 irrevocably 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

HIST258 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, FGSS242
Prereq: None

HIST259 Asians and Pacific Islanders in U.S. Empire

This course forefronts the diversity of experiences between and within the Asian and Pacific Islander communities in the U.S. empire both on the North American continent and in the Pacific. While political and social categories place Asians and Pacific Islanders within the same group, the groups' vastly varied experiences under U.S. empire makes it necessary to challenge the historical narratives that gloss over key contexts that continue to influence Asian American and Pacific Islander American experiences today. Thus, we will engage in an integrated, not conflated, history of Asians and Pacific islanders, paying attention to the specificities of imperial experiences and their effects on race, class, gender, migration, and diasporic patterns. We will explore topics of immigration and migration, labor and trade, citizenship and belonging, race and indigeneity, gender and sexuality, war and militarism, religion and culture in various contexts, including cities such as San Francisco and New York, regions such as the Pacific Northwest and the American South, countries of the Pacific Rim including the Philippines and Vietnam, and the Pacific islands such as Guam, Hawai‘i, and American Samoa.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture

How did a string of islands on the eastern edge of Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks as 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

HIST261Z Enlightenment and Science

This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways that twenty-first-century science and technology have been impacted by the Enlightenment. In general terms, the long-eighteenth-century European Enlightenment is taken to be the marker of the modern age—when modern science emerged. The time has now come for a reconsideration of the complexity of science and the scientific method during the Enlightenment as a means of comprehending its direct impact on the modern age in which we are living today. This class will focus overall on the strengths and weaknesses that modern science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World History story. This class will highlight test cases and ethical choices—to give two modern examples, decisions about resource allocation, that of fossil fuels and vaccines—that we are facing today. These choices are not made simply on scientific, logical lines but also according to the preferences of society. In order to understand our current situation, we must inform ourselves about how we arrived at this situation. Two centuries ago, without government or private sources of funding for science, the emphasis on immediate outcomes in science became common. Practitioners of science (the term “scientist” was not used until the nineteenth century) often had to be showmen to attract attention in order to get funding. Likewise, by the twenty-first century, it is now almost impossible for scientists to get grants for pure research; winning applications have to stress immediate public outcomes in order to get funded. This effectively puts a stopper into the very source of new scientific ideas—pure science—and of virtually all new scientific break throughs, and this is a world-wide trend in the sciences.

In this class, we will examine crucial examples of the key scientific subjects that emerged during the Enlightenment, and social and political responses to these same scientific discoveries, from both the Enlightenment and Counter-Enlightenment, which stressed religion over science. We will read responses from non-practitioners of science at the time—educated people trying to make sense of emerging modern science in the midst of politically and economic troubled times. There was, in the eighteenth century, no safety net—such as unemployment benefits—for those who wanted to practice science in a time that there were no jobs in science. There was certainly no safety net for rest of society either. The parallels to our own time are self-evident: political polarization, closely linked to radically different views toward science, in the midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans in addition to well-connected 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. Such accomplished women were rare during the Enlightenment but they should not be ignored. Margaret Cavendish, Emile du Chatelet, and Caroline Herschel are prime examples of women practitioners of mathematics, physics, and astronomy respectively. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In all these cases, even the political salons, science was discussed as a general topic of discussion, not just a subject for specialists. And those knowledgeable in the sciences were expected to make their work accessible to non-specialists. Later, however, the nineteenth-century professionalization of, and specialization in the sciences 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. Alas, it also resulted in the end of the belief that educated people outside of the sciences should know about it in order to be proper citizens. Overall, this class will address areas of commonality and difference between Enlightenment science and technology and modern science and technology, including lingering problems, as well as possible solutions suggested from past writings and experiences.

There will be many distinctive aspects of this class. One will be the intensive textual analysis of primary documents in class. Another will be the active participation of several guest speakers. There will also be a virtual visit to Special Collections, Olin Library, Wesleyan University.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP261Z
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-HIST
Identical With: ENVS264
Prereq: None

HIST266 American Labor History from 1776 to Recent Times
"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FGSS265, AMST265
Prereq: None

HIST267 Development in Question: Conservation in Africa
"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS267, SISP267
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: A-F
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
Identical With: MDST268
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
Identical With: SBS-GOVT
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 Bizon 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 since the 1940s. Using a combination of memoir, history, and film, we examine key forces that have shaped South Asian postcolonial modernity, including religious nationalism, caste, language, war, migration, separatism, democracy, and economic development.
Offering: Host
Grading: OPT
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-GOV
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

HIST291 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume’s influential book “Male Daughters, Female Husbands: Gender and Sex in an African Society” (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.
This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL323, FGSS269
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: Indigenous Resistance and Settler Colonialism, 1776–1896
This course will help answer a pressing question: Why does Canada exist? As a settler state built on Indigenous homelands, Canada developed in unique ways when compared to the United States. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) defined in no small part by its inability to define itself.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST

HIST299z Bertolt Brecht's America
Please note that most Winter Session courses have readings and assignments due prior to the start of the course.
Fully-asynchronous lectures with additional student group work. The course also requires individually scheduled meetings with the instructor.

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 workshopping. 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

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 and sexual 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, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, 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, SISP302
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

HIST304 Middle East Intellectuals and Modernity
How have Middle Eastern intellectuals conceived and discussed modernity? We will use this question to analyze the variety in the history of thought in Middle Eastern societies in the 19th and early 20th centuries. Modernization, formation of the modern state and issues of nationalism, imperialism and colonialism, main intellectual questions of the time, will form the framework as we analyze their political, social, and cultural impact on the production of knowledge in the Ottoman and post-Ottoman lands. As such it is NOT a history of the Middle East but rather a history of mentalities, organized around four thematic/chronological modules (Reform, Modern State and Constitutionalism/ Panislamism, Nationalisms and Colonialisms) each representing a set of concepts, ideas, and movements as well as facts and problems, all of which will be compared to the larger world of modern state formation both in thought and practice. The principal aim is to familiarize students with the processes of modernization in the making of the modern Middle East.
ideals and extant imperial bonds. This course will examine the movement of
people 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-HIST
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
istoriography 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

HIST312 Diggers and Discontents: Movements for Social Change, 1640-1962
From the Diggers in the English Civil War who fought to preserve the commons,
to the introduction of single-payer healthcare in Saskatchewan, this seminar
will explore how people organized for social change, resisted state power and
hierarchies, and imagined better futures.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

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
people 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-HIST
Identical With: SISP307, ENV5307
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 these 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 macrohistory? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macrohistorical 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 "Belt and Road Initiative."

This seminar will examine the history of the Great Game—as both spycraft and 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) games.
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

HIST320 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
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 Freedmen: 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
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

HIST332 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and
emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM385, FGSS385, AFAM385
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: RLL&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

HIST340 Policing in the United States
This course examines the history of policing in the United States. It begins with its 19th-century origins, modeled after the practices in England, and examines the differences in the North, South, and West of the early United States. It investigates the rise of the first formal police departments in the late 19th century, where the first Black men would serve on a number of forces. Then it examines the history of the professionalization movement and the creation of the FBI. Attention will be given to the complex relation of policing to social movements and issues of racial justice. Readings will include reports of commissions of the U.S. federal government on social issues.

Offering: Host
at and discuss a range of British TV series from Kenneth Clark’s "Civilisation" of television as a still new, and potentially disruptive, medium. We will look market for new color television programming). This course focuses on the role in America, created a series of television programs (partly to widen the audience From the late 1960s, the British Broadcasting Company, in partnership with PBS Television emerged as a powerful cultural presence and with remarkable speed. humanities and sciences to global mass audiences in the 1960s and 1970s.

HIST345 Media Revolutions: Color Television and the Humanities in the 1960s
Gen Ed Area:
Credits: 1.00
Grading: A-F
Offering: Host
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
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
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
Gen Ed Area: SBS-HIST
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 possession, colonial cities became the center of Iberian administration in the New World. They imparted a 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
Gen Ed Area: SBS-HIST
Prereq: None

HIST351 Beyond 1619: Enslavement in the United States, 1619-1860
The recent publication of the New York Times’ “1619 Project” has refocused attention on the history and lasting effects of enslavement in the United States. Discussion of slavery as America’s “original sin,” however, oversimplifies the complex, multifaceted, and adaptable nature of enslavement in American history. This seminar will provide students with a grounding in the extensive literature of slavery in the United States from 1619 to the outbreak of the Civil War. We will examine slavery as an economic system of labor exploitation, a racialized hierarchy that legitimized white supremacy, and as a site of resistance and cultural formation. We will explore, additionally, the lives of enslaved individuals alongside our study of the institution of slavery.
Offering: Host
Grading: A-F
Gen Ed Area: SBS-HIST

HIST352 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
Gen Ed Area: SBS-HIST
Prereq: None

HIST353 Beyond 1619: Enslavement in the United States, 1619-1860
The recent publication of the New York Times’ “1619 Project” has refocused attention on the history and lasting effects of enslavement in the United States. Discussion of slavery as America’s “original sin,” however, oversimplifies the complex, multifaceted, and adaptable nature of enslavement in American history. This seminar will provide students with a grounding in the extensive literature of slavery in the United States from 1619 to the outbreak of the Civil War. We will examine slavery as an economic system of labor exploitation, a racialized hierarchy that legitimized white supremacy, and as a site of resistance and cultural formation. We will explore, additionally, the lives of enslaved individuals alongside our study of the institution of slavery.
Offering: Host
Grading: A-F
Gen Ed Area: SBS-HIST
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: REES353Z
Prereq: None

HIST357 Regulators: The Administrative State in Modern America
Like the parent course, HIST353: The Communist Experience in the 20th Century, 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

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
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: CSP1366
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 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
Identical With: CEAS272, SISP370
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

HIST375 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
**HIST378 Science and Technology Policy**

Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-HIST  
**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  
**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

**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  
**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’s system 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  
**Prereq:** AMST299

**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
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: RL&L383
Prereq: None

HIST385 Science and the State

Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry--such as demography, economics, geography, and ecology--substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions between expertise and democracy, secrecy and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

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

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, ENVS387
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

HIST391 The Treason of the Intellectuals: Power, Ethics, and Cultural Production

In his 1928 essay Julien Benda railed against the “treason” of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL355
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 ascendency; 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
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus – http://www.wesleyan.edu/wintersession.

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: OPT
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
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: Amp Graded
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

ITAL102 Intermediate 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 develop 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: Amp Graded
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: ITAL110

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.
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 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

ITAL223 Home Movies: Italian "Families" on Film

What is "the family" in an Italian 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 1950 until today. We will take stock of the "traditional" family and the social values connected to it, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. We will examine family dynamics of affiliation, love, and rivalry; elective families (organized around crime syndicates, families constituted according to affinity); "failed" families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. After some positioning readings (in sociology, history, and anthropology) that will help set a critical frame for our examination throughout the semester, we will concentrate on film texts which will be among those listed below. This course is conducted in Italian.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week's activities. In addition, beginning the third week of the semester, students will make 10-15 minute presentations on a secondary film that will serve as a "companion" to the primary text and will thicken our understanding of that week's themes.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL223
Prereq: ITAL221 OR ITAL222

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.
ITAL227 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. In 2021, after 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork 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. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present.

The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L226, COL234, MDST226
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 in which the 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 Insenghi. 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). Emodno 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: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L233
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, Oszpetek'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

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

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 ("Antionienni," 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

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
Identical With: COL352
Prereq: ITAL221

ITAL249 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
This course explores the adaptations and transformations of Italian literary texts into their cinematic and televisial counterparts. We will principally study Italian narratives from the 20th and 21st centuries and their screen adaptations as a way of uncovering the means and modes by which Italian screen culture borrows from literary antecedents. Is the relation between literary texts and their screen adaptations a love story or bad romance? Is it characterized by a "faithfulness" to the text or a "betrayal"? Throughout the semester, students will acquire an enriched understanding of the assorted texts and their contexts by studying varied genres (short fiction, novels, nonfiction, detective stories), a variety of themes (crimes both real and imagined, petty and powerful; historical revisionism; personal and political dilemmas), and diverse geographical settings focusing principally on Southern Italy (including cities and islands reaching from the Mediterranean to the Adriatic).

All students in the course will study a common core of five author/director pairs. The core consists of "Il Gattopardo" (di Lampedusa/Visconti); "Io non ho paura" (Ammaniti/Salvatores); "L’ama geniale" (Ferrante/Costanzo); "Gomorra" (Saviano/Garrone/Sollima); and "Novelle per un anno/ Caos" (Pirandello/Taviani). Additionally, students will, in consultation with the instructor, choose a sixth pairing from the list of the following titles, which will serve as the basis of their end-semester presentation as well as an element of the oral final exam: "Il giorno della civetta" (Sciascia/Damiani); "Il contesto/ Cadaveri eccellenti" (Sciascia/Rosi); "Il Malavoglia/La terra trema" (Verga/Visconti); "Padre Padrone" (Ledda/Taviani); "Quo vadis, baby?" (Verasani/Salvatores); "Acciaio" (Avalone/Mordini); "Il conformista" (Moravia/Bertolucci); "Todo modo" (Sciascia/Petri); "Minchia di re/Viola di mare" (Pilati/Maiorca); "Benzina" (Stancanelli/Stambri); "Il padrino" (Puzo/Coppola); "La tregua" (Levi/Rosi); and "Le forme dell’acqua" (Camilleri/Sironi). Students may also care to consider literary texts from earlier historical periods: Basile’s 16th-century "Il cunto de li cunti/il racconto dei racconti" (Garrone) and Collodi’s 19th-century "Pinnochio" (with adaptations by Disney, Benigni, and Garrone). This course will be conducted in Italian. This course is appropriate for all students who have completed ITAL 112 or whose placement exam indicated a course numbered ITAL 221 or higher.

This course will be offered in a hybrid mode, both online and in person, accepting students on campus only. Unless the public health circumstances change, the course will be held online until the weather permits outside class meetings (probably the end of March or the beginning of April), when we will meet in one of the outdoor covered spaces on campus. Finally, for the duration of the semester (from February to May), one class meeting per week will be online. The specific day will be announced at the beginning of the semester. It is possible that the class will be divided into two groups, each meeting with the professor once weekly, and together once weekly. We will determine whether this will happen once the composition of the class is known.

Students are encouraged to put the lengthened winter break to good purpose. All students are expected to read the first book of Ferrante’s Neapolitan quartet, “L’ama geniale, “ during the winter break. It is a long novel, but students will find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students’ workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa’s “Il Gattopardo” in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read “Il Gattopardo” in Italian. Any edition will serve.

Offering: Host
Grading: OPT
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 with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories. We find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students’ workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa’s “Il Gattopardo” in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read “Il Gattopardo” in Italian. Any edition will serve.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: ITAL221
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: MDST258
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 Italophone 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

ITAL289 The Mediterranean Archipelago: Literary and Cultural Representations

"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands—both fictional and real—as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matejević’s statement that “the Mediterranean is not only geography,” we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also in poetic topos (from Ariosto’s Island of Alcina to Goethe’s Capri), narrative stratagem (from Homer’s Phaeacia to Boccaccio’s Rhodes), literary protagonist (from Deledda’s Sardinia to Murgia’s Sardinia), political concept (from Plato’s Atlantis to Campanella’s Tapiroban), and existential condition (from Cervantes’s Cyprus to Cavafy’s Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands’ inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allochtny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM389, COL389, MDST360, WLIT340
Prereq: ITAL112

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
JAPN219 Fourth-Year Japanese: 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: JAPN217

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: JAPN218

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
KOREAN (KREA)

KREA153 Elementary Korean I
Elementary Korean I 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: OPT
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: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: CGST255
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: OPT
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: OPT
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

KREA256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC .50)
This course will address a variety of aspects of traditional and modern Korean culture, ranging from traditional cuisine, music/art, religion, and...
the modernization of Korea in the 20th century to the Korean Wave, films, education, and the history of Korean pop music. Video clips, movies, and other multimedia materials will be utilized to better facilitate students’ learning of Korean culture and heritage.

This course will be conducted mostly in Korean. Students who have either completed one or two years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean and heritage speakers are also welcome.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: CGST256
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

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—such as 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,” imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-CLAS  

**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 reckless 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 proverbial, 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.
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: A-F
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 humble aspects of the everyday lives of Roman citizens. This course on Roman satire will focus on Juvenal, the last practitioner of Roman verse satire. We will begin the course with a selection of short readings from each of the four Roman satirists in order to orient ourselves with standard topics of Roman satire (including dining, country vs. urban life, the body, sex, and gender roles) and differentiate the approaches. We will spend the rest of the semester exploring Juvenal’s seminal works: his first and second book of Satires, wherein he situates himself as a figure marginalized by a new order of foreign interlopers, powerful gender deviants, and tyrannical patrons and emperors, as well as Satire 10, his caustically philosophical take on the “Vanity of Human Wishes.”
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT301 Petronius
Follow the down-and-out Roman Encolpius as he embarks on a titillating tour of the Mediterranean, persecuted (with impotence!) by the phallic god Priapus. Join him as he attends the longest dinner party in Latin literature, a class-crossing affair including nouveau riche, citizens, slaves, freedmen, and foreigners. In addition to reading the Latin, we will examine issues of scholarship, from the title (Satyrica? Satyricon?), to the genre, to sexuality, to class and status.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

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 inscripational evidence.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT360 Constructing Masculinity and Identity in Roman Elegy
This course will explore the ways in which Roman elegists used the genre of their poetry to construct a literary alternative to Roman masculinity and mores. Propertius, Tibullus, and Ovid each developed a masculine persona that rejected career politics and militarism in favor of the battlefields of love, creating a culture war between the status quo and a new Roman masculinity. The course will include weekly translation and secondary readings.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT375 Set in Stone: Reading Roman Life through Inscriptions
Inscriptions are our tweets from the ancient Romans. From the alphabets scrawled by school children on wax tablets to the curse tablets of scorned lovers and the biographical epitaphs on funerary monuments lining the roads leading into Roman cities they provide an intimate view of daily life in the ancient world, while public inscriptions document the political, religious, and social workings of the Roman state. This course will survey a representative sampling of the Latin inscripational record from the earliest period through the Empire, including examples of laws, decrees, and religious dedications, Augustus’ Res Gestae, and the methods employed in inscribing objects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

LAT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

LAT407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
contexts with a view to understanding how writers and intellectuals from Spain, this course, we will read a number of texts from different periods and national world, appearing as a place of national being, resistance, and conservatism. In Catholicism has played a number of roles in the cultural politics of the Hispanic

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 Acuatic Ecosystems: Their Importance, Sustainable Use and Conservation (CLAC 1.0)
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, endemcity, 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: ENV5188, CGST266
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, Antillianite, Creolite, and Louisianaite.

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, Bolivar, Sarmiento, Marti, Neruda, Borges, Garcia 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: 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 “regge” 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
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/x 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 Dario, Tablada, Gómez Carrillo, Balmori, etc.). Then we will read various texts by Latin American writers who lived for some years in different parts of Asia throughout the twentieth century (e.g. Pablo Neruda in Southeast Asia, Octavio Paz in India, Araceli Tinajero in Japan, etc.). Finally, we will examine diverse works by writers/artists of Asian descent in Latin America as well as “Asian Latina/os” 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 Latin America? How does Philippine literature in Spanish produced during the US colonial period modify our conception of what is “Hispanic,” “Asian,” and “American”? How do Asian Latin American and Asian Latinx writers and artists represent themselves through culture?
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

LAST243 Caribbean Writers in the U.S. Diaspora
Identical With: AMST247, AFAM243, ENGL243
Prereq: None

LAST244 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

LAST245 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

LAST246 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 Bolivar’s Interpreters: Nation Construction in the Americas
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: HIST297
Prereq: None

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 Rio 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN258, THEA238
Prereq: None

LAST265 Multilingual Aesthetics in Latin America
This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as “modernismo,” “creacionismo,” “negrismo,” “indigenismo,” “neoindigenismo,” and “indianismo,” all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evansco (Philippines) and Alex Fleites (Cuba); and the “Festival de poesia: 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 (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
Gen Ed Area: SBS-RELI
Identical With: RELI268, AFAM387, ANTH267, AMST258
Prereq: None

LAST270 Modern communication technologies and 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
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: OPT
Gen Ed Area: SBS-GOV
Identical With: GOVT271, CEAS271
Prereq: None

LAST272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film
This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.
Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-CHUM
Identical With: CHUM274, AMST289, SPAN274
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 recontextualize 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN281
Prereq: None

LAST283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile
This course explores how poetry, novels, and films, produced during and after Chile’s military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguer, Teresa Calderón, Malú Urriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will read novels by Alejandro Zambra, Roberto Bolaño, and Nona Fernández.
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

LAST288 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 them 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, which in our times manifests itself through extractivist and
other capitalist practices, and pay close attention to local modes of dwelling
and the relationships among community, embodiment, 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN288
Prereq: None
LAST290 Current Environmental Issues in Latin America (CLAC 1.0)
This course will provide historical and current information on the development
of environmental issues in Latin America. The information will be divided into
assessing the use of the environment during (a) pre-Columbian and colonial
periods and (b) the modern period. The organization, structure, and governance
of the environment will be discussed, as will the development of public policies,
management plans, factors that deteriorate, and the potential sustainable
uses of the environment and its resources. We will be reading interdisciplinary
literature including academic, reports, official governmental documents, and
NGOs’ projects dedicated to the diagnostic, development, and use of resources
in Latin America. Finally, particular cases of Latin American countries such as
Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. 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: ENVS294, CGST267
Prereq: SPAN221
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 Diámel 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: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN293
Prereq: None
LAST294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender
Literature and Film
This course studies important and groundbreaking films, novels, and poetry by
contemporary gay, lesbian, and transgender artists. It focuses on their strategies
to survive, respond to, and defy the changing socio-political Latin American
landscape of the last 80 years. We will introduce some key critical concepts and
debates from queer theory to guide our discussions. Some of the artists we will
study include: Alejandra Piñarrick, Lucía Puenzo, Manuel Puig, Pedro Lemebel,
Karim Ainouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among
others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN294, FGSS294
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

LAST298 Food Security and Environmental Conservation (CLAC 1.0)
In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations’ objectives of the millennium. Students will look at particular cases in Latin America. 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: ENV5297, CGST268
Prereq: SPAN221

LAST302 Latin American Politics
This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include, Why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America’s contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT302
Prereq: None

LAST306 Liberation Theology and Pentecostalism in the Americas and Africa
This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in Africa and the Americas often choose evangelical Protestantism? For evangelical Christianity, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas and Africa, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing race, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on the U.S., Colombia, Brazil, Haiti, and Zimbabwe.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI279
Prereq: None

LAST307 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 quilmobos 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 humor 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: HIST321
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: ENV218, 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: HIST373
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 politics, 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. Topics to be covered include the meaning of democracy, the measurement of democracy, democracy and the rule of law, democracy and populism, the right to vote, and electoral integrity.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOV
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: OPT
Credits: 1.00
Gen Ed Area: SBS-ENV
Identical With: ENVS283
Prereq: SPAN221

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
LESS COMMONLY TAUGHT LANGUAGES (LANG)

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

**LANG104K 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

**LANG104L Beginning Yiddish I**
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 Yiddish through an online language learning platform. By the end of the semester, students will be able to converse in Yiddish at an elementary level of proficiency.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-LANG
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 course, 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: 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 quarter, 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 language and culture of modern Greece. The fundamentals of reading, writing, and speaking are taught. We start by learning the Greek alphabet and sounding out basic words and expressions. We then progress to acquiring useful vocabulary; practicing in-class dialogue exercises; and eventually constructing original sentences for use in conversation. In addition, we examine different aspects of Greek culture, including modern Greek literature in translation, the Mediterranean diet, contemporary Greek history, and Orthodox Christian spirituality and holiday customs.
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

LANG160 Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)
This course will introduce students to the language (sounds and script) and culture of the Amazigh people, an ethnic group (commonly known as Berbers) native to North Africa and West Africa, specifically Morocco, Algeria, Tunisia, Libya, Mauritania, northern Mali, and Niger, with some oases in Egypt and the Canary Islands.

The Tamazight language—the alphabet of which is called Tifinagh—has been a written language for almost 3000 years, although it was disrupted throughout history due to various invasions and conquests of the area. The Tuareg people of the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC) and the Tamzight language as a secondary national language.

The objectives of this course are: 1. To introduce students to the sounds and script of Tifinagh; 2. To teach students basic conversation and essential elements of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: CGST240
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

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: LANG190

LANG291 Advanced Conversational American Sign Language
Having completed course work in Beginning ASL I & II and ASL and current issues, students who have demonstrated a strong interest in continuing their studies at a more advanced and challenging level may find this course work challenging and interesting. Signers at this proficiency level demonstrate that their comprehension and manual expressive and receptive communication skills are adequate with familiar topics, but frequent rephrasing and repetition is attempted when trying to express more complex topics. The class will be instructed in ASL only. Students will be required to speak only when "voicing" becomes part of the lesson/activity at hand. Sign vocabulary expansion will be an ongoing focus, as well as consistent attention to nonverbal grammatical features such as facial expression, eye gaze, clarity of signs, placement of signs in space, concept formations, ASL gestural alternatives, posture (expressive mode), and focus (receptive mode).
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-LANG
Prereq: LANG191

LANG310 Beginning Pequot Language and Culture
This course is designed to provide participants with an introduction to Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic
concepts aimed at developing conversational proficiency but will also include readings and discussions about Wangunk history and culture.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** HA-LANG  
**Prereq:** None

**LANG311 Beginning Pequot Language and Culture II**  
This course is the continuation of Beginning Pequot Language and Culture I. This course is designed to further develop conversational proficiency in Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic concepts aimed at developing conversational proficiency, but will also include readings and discussions about Wangunk history and culture.

**Offering:** Host  
**Grading:** Cr/U  
**Credits:** 1.00  
**Gen Ed Area:** HA-LANG  
**Prereq:** None

**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:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** NSM-MATH  
**Prereq:** None

**MATH120 Elements of Calculus, Part II**  
This course is the second half of a two-semester calculus sequence. 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:** OPT  
**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:** A-F  
**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:** A-F  
**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
MATH 132 Elementary Statistics
Topics included in this course are organizing data, central measures, measures of variation, distributions, sampling, estimation, conditional probability (Bayes' theorem), hypothesis testing, simple regression and correlation, and analysis of variation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: None

MATH 133 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: MATH 132

MATH 211 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

MATH 221 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: MATH 121

MATH 222 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: MATH 122

MATH 223 Linear Algebra
An alternative to MATH 221, 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 MATH 221, though many topics appear in both.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: MATH 122

MATH 225 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. MATH 228 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: (MATH 222 AND MATH 221) OR (MATH 222 AND MATH 223)

MATH 226 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: OPT
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: (MATH 222 AND MATH 221) OR (MATH 222 AND MATH 223)

MATH 228 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

MATH 229 Differential Equations
This course is an introduction to the theory of ordinary differential equations. Topics will include existence and uniqueness theorems as well as techniques to solve systems of equations, with applications in pure mathematics and related fields such as physics, chemistry or biology.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
This course teaches the basic theory of probability. Although the notions are simple and the mathematics involved require only a basic knowledge of the ideas of differential and integral calculus, a certain degree of mathematical maturity is necessary. The fundamental concepts to be studied are probability spaces and random variables, the most important ideas being conditional probability and independence. The main theorems we will study are the law of large numbers and the central limit theorem.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: MATH228 AND MATH222

MATH232 Mathematical Statistics
This course covers the basic notions of estimation, hypothesis testing, regression, analysis of variance, experimental design, and other topics in statistics from a rigorous mathematical perspective. This material will be supplemented by various case studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: MATH231

MATH241 Set Theory
This course covers ordinal and cardinal numbers, cardinal arithmetic, theorems of Cantor and Schroeder-Bernstein, introduction to Zermelo-Fraenkel set theory, Axiom of Choice, and some infinitary combinatorics.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: None

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
MATH264 Algebraic Geometry
This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations. These may take the form of lines, circles, parabolas, ellipses, hyperbolas, elliptic curves, leminiscates or Cassini ovals.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MATH
Prereq: MATH261

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

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
Topic 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

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: 1.00
Gen Ed Area: None
Prereq: None

MATH490 Independent Study, 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

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 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

MATH493 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

MATH494 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 II
MATH513 and MATH514 constitute the first-year graduate course in real analysis, complex analysis and functional analysis. Topics may include power series, Mobius transformations, Cauchy's integral theorem and formula, maximum modulus principle, Schwarz's lemma, Riemann mapping theorem, Lebesgue and other measures, and Fourier transforms.
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 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

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: MATH513

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 II
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
what about homosexual love, same-sex unions, and depictions of dissident influence writers’ and artists’ interpretations of love, sex, and marriage? And in which love, sex, and marriage are depicted? How did cultural differences represented in literature and art? How do gender and genre affect the ways play in relationships between couples and within society, and how were they during the Renaissance? What roles did sex, gender, race, class, and violence chests). We will explore questions such as: How were love and marriage related consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: 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. 

This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are represented? How did cultural differences influence writers’ and artists’ interpretations of love, sex, and marriage? And what about “homosexual” love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

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.
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: OPT
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, CIST244, 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: HA-ENG
Identical With: ENGL207
Prereq: None

MDST207 Chaucer and His World
In this course, we will read Chaucer’s fascinating dream-vision, 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-ENG
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 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval 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: OPT
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 repertories of the medieval, renaissance, and baroque periods of European music history. Emphasis is given to the study of musical styles, performance practices, vocal independence (holding a line), healthy voice training, and musicianship. The class explores various cultural aspects of the production of music, looking at primary source materials in collaboration with manuscript experts and Wesleyan Special Collections. The online version of the Collegium Musicum (literally "company of musicians") will provide opportunities for creative teamwork and imaginative problem-solving, to arrive at new ways of joining voices. The course joins the long history of communal song, implementing community vocal work as a resource to tackle current health challenges and loneliness. Outreach projects will focus on singing with and for seniors with internet access. Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC438
Prereq: None

MDST213 Cross, Book, Bone: Early Medieval Art, c. 300-1100
This class surveys the art and architecture of early medieval Europe, beginning with the multicultural world of Late Antiquity, the decline of the Roman Empire, and the spread of Christianity, and continuing through the glory of Byzantium, the rise of Islam, and the development 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, for example: Could one picture God? How might divinity be conceptualized and accessed? What was the best way to picture a ruler? How was the sacred made manifest here on earth? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking 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, WLIT282
Prereq: None

MDST215 Politics and Piety in Early Christianities
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence. Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI215, CLST215
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 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, van Eyck, van der Weyden, Memling, Fouquet, Riemenschneider, Dürer, Grünewald, Altdorfer, Cranach, Bosch, Holbein, and Bruegel - such a narrative 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 novel, 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, Niccolo 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

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"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. In 2021, after 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork 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. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present.
The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and 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: OPT
Credits: 1.00
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 LAZARRILLO (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: SPAN230, COL229
Prereq: None

MDST230 Lancelot, Guinevere, Grail: Enigma in the Romances of Chrétien de Troyes
Chrétien 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
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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN334
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 theaters; 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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL232, FGSS224, RL&L231
Prereq: None

MDST237 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST236, WLIT342
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, "courty 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: OPT
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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL235, COL255
Prereq: None
Offering: historical films in order to develop our visual imagination. We will also view a couple of their inherent conflicts of power, in these works. We will focus knowledge through a study of various forms of short fiction and poetry from the work in Europe. This course will help students develop those resources and circumstances, enable one to see new possibilities of being-in-the-world, and and emotional resources that make one more resilient in adapting to new circumstances. The study of history and past literature provides intellectual, psychological introduction to the dark age history of England, France, and Northern Europe. The course will also act as an literary culture. They provide the perfect avenue by which to understand as important merchants, administrators, and contributors to a robust European reason the Vikings emerged, and will explain their role not only as warriors, but Mediterranean, Italy, Sicily, and the Holy Land. This course will examine 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 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: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
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 disputable literary genre of its time: chivalric, pastoral, picaraesque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes’ art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SPAN236, COL327
Prereq: None

MDST255 The Vikings and the Viking Age, 700-1243

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. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.

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: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST268
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 Medievales 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 Muslins, 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 uncircumscissible 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,” 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENG
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 monolinguisme 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 Chrétien 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: 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: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL350, HIST328
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.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL353
Prereq: None

MDST360 The Mediterranean Archipelago: Literary and Cultural Representations

"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands—both fictional and real—as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Maticević’s statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto’s Island of Alcina to Goethe’s Capri), narrative stratagem (from Homer’s Phaeacia to Boccaccio’s Rhodes), literary protagonist (from Deledda’s Sardinia to Murgia’s Sardinia), political concept (from Plato’s Atlantis to Campanella’s Taphroban), and existential condition (from Cervantes’s Cyprus to Cavafy’s Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands’ inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speculation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creolization, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM389, COL389, WLIT340, ITAL289
Prereq: ITAL112

MDST363 (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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM363, COL363, FREN363, THEA363
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

MDST390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English. Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L390, COL393, GRST291, FREN390
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&B102F Writing about Science (FYS)
This first-year seminar course will cover topical areas of science including the chemistry of foods and food additives, drugs, diseases and their treatments, the environment, and reproductive technologies. This class would be an excellent choice for prospective non-science majors who have an interest in understanding how modern science works. The course will emphasize writing and how to convey complex scientific concepts to a lay audience. Students will take on special projects and work to understand and present their findings in presentations and written form.
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&B108 Discutamos la ciencia en Español (Lets discuss science in Spanish)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MBB
Prereq: None

MB&B108Z Discutamos la ciencia en Español (Lets discuss science in Spanish)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature.
of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MBB
Prereq: None

MB&B111 Introduction to Environmental Toxicology
This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies, and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.

Offering: Host
Grading: OPT
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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-CHEM
Identical With: BIOL191
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 microbiota 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: A-F
Credits: 1.00
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: BIOL182Z
Prereq: None

MB&B181Z Principles of Biology I: Cell Biology and Molecular Basis of Heredity

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: BIOL182
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: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL182Z
Prereq: MB&B181 or MB&B181Z

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: BIOL182
Prereq: None

MB&B181 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&B191 Principles of Biology I--Laboratory

This laboratory course, to be taken concurrently with MB&B182 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&B198 Principles of Biology II Laboratory _ Online
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: 0.25
Gen Ed Area: None
Identical With: BIOL198, NS&B198
Prereq: BIOL192

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: CHEM142 OR CHEM144

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: OPT
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: OPT
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, autoimmunity disease, and cancer.
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
Identical With: [MB&B181 or BIOL181] AND [BIOL182 or MB&B182] OR [MB&B208 or BIOL208]

MB&B237 Signal Transduction
Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-MBB
Identical With: BIOL237
Prereq: [MB&B208 or BIOL208]

MB&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-CHEM
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-CHEM
Identical With: MB&B506
Prereq: MB&B181

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
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: A-F
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

This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein 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 biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered, including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.

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 rejoicing 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
gen 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
Amyloido genesis, 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: 1.00
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, BIOL538, MB&B538
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 cover 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 MB&B208

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&B385 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: OPT
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, HSOC, 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 rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.

Offering: Crosslisting
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.
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&ESS500, 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: MB&B181

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
Offering: Host
Grading: Cr/U
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: MB&B309, CHEM509, PHYS539, PHYS5339
Prereq: None

MB&B511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
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&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

MB&B515 The Regulation of Ribosome Biosynthesis
This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein 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 biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered, including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.
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 rejoicing 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&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&B323, BIOL533, BIOL333
Prereq: [BIOL182 or MB&B182]

**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
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: 1.00
Gen Ed Area: NSM-MBB
Identical With: MB&B336
Prereq: MB&B191 AND MB&B208 AND CHEM251

MB&B538 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, BIOL338, BIOL538
Prereq: None

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
MB&B586 Seminar in Molecular Biology
This course involves weekly presentations and discussions based on current research.
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: OPT
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

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
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: OPT
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: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Prereq: None

MUSC111 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A 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: OPT
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 interpretive 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 20th-century 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 Monté 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?" 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

MUSC119F Jazz in the 1960s (FYS)

The 1960s were a turbulent but stimulating time for the world of jazz. The R&B-based soul jazz movement was at its peak and often at odds with the still-developing avant-garde aesthetic. Certain other influences, such as those of Brazilian and African music, were becoming widespread in jazz for the first time. Older forms of jazz like bebop, big band music, and traditional jazz (aka "Dixieland") were struggling to remain viable and relevant. Rock music's surge in popularity was threatening the commercial solvency of jazz while acting as a musical and cultural force to which all jazz musicians had to react in some manner. Meanwhile much of this decade's jazz is inexorably linked to the political and social upheaval of the era, particularly those aspects relating to Black Americans' sense of identity and struggles for equality.

In this course, we will broadly explore the various movements that made up the jazz of this decade. We will delve more deeply into the music of some of the most important figures in jazz during this time, such as Art Blakey, John Coltrane, Miles Davis, Ornette Coleman, Charles Mingus, Stan Getz, Rahsaan Roland Kirk, Jimmy Smith, Yusef Lateef, and Sun Ra. We will study musicians who typified a particular movement, those who assimilated several into a personal style, and those who moved freely among factions. All the while, we will be contextualizing
the music within the social and political climate of the decade and the broader artistic and commercial landscape of music at the time.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-MUSC
Prereq: None

MUSC120F Music, Place, and Culture: An Exploration of African American Soundscape and Traditions (FYS)
This course will explore African American soundscapes and traditions through the lens of New Orleans, a cradle of jazz, brass bands, Mardi Gras celebrations, and more. From the historically significant grounds of Congo Square to the mean streets of the Calliope; from the moving voice of gospel singer Mahalia Jackson to the edgy flows of southern hip-hop artist Mystikal; from the sweet trumpet sounds of jazz pioneer Louis "Satchmo" Armstrong to the emphatic full body twerk of bounce artist Big Freedia; from the inspiring soulful sounds of Tank and the Bangas to the sonic echoes of parading brass bands, New Orleans is a place where music and culture bubbles up from the streets and travels throughout the world.

New Orleans is also a place of perpetual marginalization stemming from systemic racist policies that often lead to life-threatening forms of policing and gentrification. These policies disproportionately affect the very African American communities that provide the world such rich, and sometimes healing, iconic sounds. New Orleans serves as an ideal place—bearing strong African American musical roots—to study the manner in which culturally invested people understand, negotiate, and produce space musically. Course participants will immerse themselves in the varied genres of African American music-making traditions through reading and writing assignments, in-class discussions, active music listening, video screenings, creative projects, and possible guest artist engagement. Music genres to be studied include jazz, gospel, soul, funk, blues, hip-hop, rap, zydeco, and bounce.

Offering: Host
Grading: OPT
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, and map 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 they midterms 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 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 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)
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 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"?

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
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: OPT
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. The course uses freeware tools such as SuperCollider 3, Spear, and Audacity to enable students to work from their own computers. The course introduces those aspects of acoustics, psychoacoustics, and audio engineering relevant to composing music, designing interactive electronic instruments, and conceiving self-sustaining sound installations. Course work consists of weekly creative assignments taking the form of both short, extended composition, developed for the group, will be performed in an end-of-semester recital.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-MUSC
Prereq: MUSC201 OR MUSC202

MUSC221 Live-Electronics for Composition, Improvisation, and Sound Art
This course delves in to Max with the goal of creating live-electronics sound-based systems. The class begins by looking at seminal works in experimental music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view. Students will write short pieces in various 20th-century styles, using atonal, polytonal, modal, serial, minimal, repetitive, and chance techniques.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Prereq: MUSC201 OR MUSC202

MUSC222 Indian Music: Tala
This course will introduce students to basic concepts of Indian rhythmic structure and develop skills in solkattu. However, the course will not include practical study of the tabla, veena, or similar instruments.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Prereq: MUSC201 OR MUSC202
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

MUSC233 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. We will also look at ears, touch microphones, and compare DAWs. We will mix, record, produce, compose, sequence, and sample. We'll hold compact discs, 8-track cartridges, acetate records, and cassette tapes. All of this will serve to tear down the barriers to entry in the field of sound recording.

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 librettis. 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 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 the impact of 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, Dvorak, 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—philosophical, 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
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
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

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: None

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

MUSC266 The People's News: The Convergence of Gospel and Hip Hop in Modern Thought
The Convergence of Gospel and Hip Hop will survey the words and power of Gospel Music and its foray into Hip Hop. How do the words used within a culture develop and/or determine the message and meaning of said culture. If words have power, how is that power used? We will also consider the rejection of Gospel Singers who embraced the unholy and how the message evolved to expand into the formerly non sacred expanse of Hip Hop, and if it has been successful or a lesson in futility.
Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: HA-MUSC

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-
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: AMST229
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
Identical With: AMST267, AFAM265
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

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: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
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 interdisciplinary 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
This course may be repeated for credit.

MUSC306 Seminar for Music Majors
From the melodic 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 ideascapes 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’ah 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: ARST308, THEA308
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 Aklaff DRUMS
405-36 Craig Edwards TRADITIONAL FIDDLE
405-06 TBA 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/DRUMS
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 Aklaff DRUMS
406-36 Craig Edwards TRADITIONAL FIDDLE
406-06 TBA 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/DRUMS
406-16 Carolyn Halsted PIANO
406-17 Yvonne Troxler PIANO
406-18 Fred Simmons PIANO, JAZZ
406-19 Garrett Bennett SAXOPHONE
MUSC413 Korean Drumming and Creative Music
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing).

Through the janggo, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused 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 or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are 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

MUSC415 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: CEAS415

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 ensemble 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, bowed 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.

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: MUSC212

MUSC435 Keyboard Techniques for Composers and Conductors
This course is intended for students who wish to master fundamental keyboard techniques. Through regular playing/performance assignments, this course will improve the students' ability to use the piano as a tool toward their musical careers.

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: MUSC103

MUSC437 Singing to Your Instruments
Students will learn South Indian classical music by learning to sing and then applying this knowledge to non-Indian instruments they already play. They can then use their own instruments in recitals of South Indian music and dance. Beginners will be introduced to basic exercises and simple compositions. Advanced students will be introduced to improvisation in addition to different types of compositions in various ragas and talas. Students will form an ensemble that will be encouraged to participate in on- and off-campus performances.
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 repertories of the medieval,
The Organ Music Performance
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, rap, 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: OPT
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

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 jazz repertoire composed by Duke Ellington, Thelonious Monk and others. Students with previous experience in this music are invited to join the ensemble semester. Rehearsals, listening and reading assignments will culminate in our second-semester concert at the end of April.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: AFAM397
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 remotely. 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.

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: OPT
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
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

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

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&SS500, 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 techniques of face-to-face and remote fieldwork, ethnographic writing, research ethics and representation, bi-musicality, approaches to the transcription and analysis of musical sound, ownership, repatriation and dissemination of ethnographic materials. 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 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 Special Topics in Contemporary Music
Offerings of this seminar focus on different issues of specific relevance to contemporary music composition.
Offering: Host
Grading: A-F
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 do 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

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

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 seminar 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: Cr/U
Credits: 0.25
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-NSB
Identical With: MB&B193, BIOL193
Prereq: None

NS&B198 Principles of Biology II Laboratory _ Online
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: 0.25
Gen Ed Area: None
Identical With: BIOL198, MB&B198
Prereq: BIOL192
NS&B210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: 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: A-F
Credits: 1.00
Gen Ed Area: NSM-NSB
Identical With: BIOL213, PSYC240
Prereq: None

NS&B215 Research Methods: Behavioral Methods in Animal Research
This is a research methods course that provides an understanding of the different approaches to animal research, particularly those using rodent models. It provides students with an understanding of the different techniques employed by researchers and the questions they address. This course provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS.
Students will learn how to handle and inject rats and will also get a sense of how to design a behavioral experiment, including the use of control groups and counterbalancing. The course will follow a lecture/discussion/lab format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as operant responding, autoshaping, decision-making, locomotion testing, etc. (see readings for more examples). One class each week will take place in the lab to provide students with hands-on experience with rats and the testing apparatuses. Students will be assigned a rat for the semester that they will use to collect and analyze data during lab classes. This will be combined with regular class discussion of research articles dealing with each topic, including some of the earlier reports and more recent applications. The focus of the course will be on trying to prepare students to design and carry out behavioral/animal research in a laboratory setting.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: PSYC215
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

NS&B220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: PSYC220
Prereq: PSYC105

NS&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: OPT
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&B238 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based
skills for effective classroom learning, understand and appreciate research on the
neuroscience of learning and motivation across species, and apply theories of
learning and motivation to understanding human behavior. Course objectives for
achieving these goals include: implementing evidence-based practices; dispelling
myths about learning; explaining mechanisms of memory consolidation and
factors that modulate it; distinguishing between and identifying components of
operant and classical conditioning; and explaining how each theory of motivation
can be used to understand why people behave in certain ways.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: PSYC226
Prereq: PSYC105 OR NS&B213

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: Crosslisting
Grading: OPT
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: OPT
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: A-F
Credits: 1.00
Gen Ed Area: NSM-NSB
Identical With: BIOL252
Prereq: [NS&B213 or BIOL213 or PSYC240]

NS&B254 Comparative Animal Behavior
An introduction to the study of animal behavior, this course will examine the factors that control the behavior of vertebrates and invertebrates within evolutionary, social, and physiological contexts. All animals face similar challenges, and we will examine the common and sometimes unique behavioral strategies used to meet these challenges.

Topics will include feeding and foraging, communication, agonistic interactions, parental care, hormonal modulation, and more. As this course explores the scientific study of animal behavior, students will also get introduced to some basic data analysis tools using computational notebooks to explore data from a small subset of the assigned primary articles.

Offering: Crosslisting
Grading: A-F

Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL254, BIOL554
Prereq: [BIOL182 or MB&B182] OR [BIOL196 or MB&B196] 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; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: PSYC316
Prereq: None

**NS&B317 Neuroethics**

Ethics, or morality, is one of the complex features of human behavior. This course will explore "Neuroethics" from two perspectives: (1) the neuroscience of ethics (i.e., the role of the human brain in ethical or moral behavior) and (2) the ethics of neuroscience (i.e. the ethical implications of manipulating the brain). The first perspective will relate to the premise that human morality is embodied in and operates based on the principles of the functional architecture of the brain, in particular, the cerebral cortex. The course will examine the organization and neural networks, especially of the association cortices (prefrontal Cortex: ventromedial, dorsolateral and orbitofrontal cortex; the cingulate cortex; temporal association cortex; and the inferior and superior parietal lobes). The course will review studies on the development of moral values in children and their neural underpinnings, leading to studies of the functions of the adult brain in moral or ethical decision-making. Topics such as the neural basis of resolving the "Trolley Problem," neuroeconomics, altruism, poverty, forgiveness, and compassion will provide the basis for this discussion. We will evaluate from a neuroscience perspective questions such as determinism and free will, and the sense of "self"—ideas that have played a significant role in ethical theories. Based on this body of knowledge, we will look at emerging ethical issues arising from technological developments that allow for manipulating the normal and diseased brain. A variety of questions will be examined, including brain imaging and privacy; enhancement of normal brain function through chemical, electrical, and electromagnetic stimulation; implanted neural interfaces; restoring brain damage; and neuroscience and the law.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-NSB
Prereq: [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: OPT
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: NSM-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: OPT

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: A-F
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 MB&B196) AND (BIOL212 or MB&B212)] OR [(BIOL196 or MB&B196) 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

NS&B347 Mammalian Cortical Circuits
The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing these 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. Most 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: OPT
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL347
Prereq: NS&B213
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: A-F
Credits: 1.00
Gen Ed Area: NSM-NSB
Identical With: BIOL353, PSYC353
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&B358 Motor Systems Beyond Movement
This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor “control.” However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL
Identical With: BIOL358
Prereq: 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-PSYC
Identical With: BIOI360
Prereq: [NS&B213 or BIOL213 or PSYC240]

NS&B378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: PSYC378
Prereq: None

NS&B382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: PSYC382
Prereq: None

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&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: A-F
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
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 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: A-F
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 MB&B196) AND (BIOL212 or MB&B212)] OR [(BIOL196 or MB&B196) 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

PHILOLOGY (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: NSM-BIOL
Identical With: BIOL250, NS&B250
Prereq: [NS&B213 or BIOL213 or PSYC240]

PHIL112 Virtue and Vice in History, Literature, and Philosophy
Beginning with Confucius and Aristotle and reading our way through significant texts of Christianity, humanism, postmodernism, and critical race theory, we will explore the ethics, power, and politics intersecting in ideas of virtue

Offering: Crosslisting
Grading: A-F
Credits: 1.00

Gen Ed Area: NSM-BIOL
Identical With: AFAM111
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

PHIL151 Living a Good Life: Chinese Lab (CLAC.25)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language—the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.

Offering: Host
Grading: Cr/U
Credits: 0.25

Gen Ed Area: SBS-PHIIL
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, CLST217
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
Identical With: COL360
Prereq: None
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 a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. Please note that the locations for the different sections of this course are NOT all listed below. For details of the locations of each class session and breakout section, please see the course website: https://livingagoodlife.wescreates.wesleyan.edu/.

Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.25-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: CEAS253, COL210
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 philosophical 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: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: ENV5212
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, Soren 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, SISP214
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

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

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,
and analyze a range of patterns of reasoning that lead to surprising, even surprising 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

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

PHIL234 Riddles of Existence: An Introduction to Metaphysics and Epistemology

Philosophy, according to one of the earliest philosophers, Aristotle, begins in wonder. This course is an introduction to some central aspects of the world and of our lives that give rise to wonder. Specifically, we will begin a rigorous examination of the natures of reasoning, knowledge, identity, mind, body, time, freedom, morality, and beauty.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-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: HA-GRST
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 Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th–19th centuries CE) philosophers that in many cases are still central in East Asian 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. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: CEAS264

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

PHIL261 Philosophical Classics III: Post-Kantian Analytic Philosophy
This course focuses on the development of a central strand of European and American philosophy after Kant: the analytic tradition of philosophy. The philosophical orientation, problems, and methods of this tradition animate much of contemporary philosophy, and this course aims to provide a basic grounding in this tradition, and thereby a gateway to current mainstream philosophizing. Topics include: logic, mathematics, science, necessity, thought, knowledge, and reality.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: PHIL201 OR PHIL231

PHIL262 Phenomenology and Existentialism
In this course, we will study and discuss two interrelated and complementary schools of thought in Western philosophy: phenomenology and existentialism. We will cover both history and contemporary debates, as well as phenomenology-inspired research in cognitive science, psychology, and neuroscience. Roughly half the course will be devoted to the origins of phenomenology and existentialism, setting the main views within their historical context. The other half will discuss contemporary philosophical debates and scientific research, for example in artificial intelligence and robotics, involving phenomenological approaches.

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
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 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: 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 course 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 tenability 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

PHIL273 Latin American and Caribbean Political Philosophy
This course investigates the history of political philosophy from the 19th century to the present in Latin America and the Caribbean. The first section investigates whether independence translates to a full-fledged flourishing of freedom for the subjects of newly born Latin American nations. This leads to reflections on the coloniality of structures of power, race, and gender. Next, the course studies 20th-century anti-colonial struggles in Latin America and the Caribbean. In this section, we consider what it means to construct a nation in the wake of colonialism and how to de-link from these inheritances at the political, aesthetic, and epistemological levels. The last section of the course turns to contemporary political philosophy in these regions, particularly the rethinking of traditional Marxist categories of struggle and revolution. Here, questions of what liberation and freedom mean in Latin America and the Caribbean today will be central.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
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

**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:** OPT  
**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 eccocial 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  
**Identical With:** SISP293  
**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-person 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, ENV5205
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 examines 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 CLST217] 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

PHIL297 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the "heart that precedes words" in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of "saying the unsayable" in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS298
Prereq: None

PHIL302 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescopng multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) 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: CLST257, 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
PHIL338 Comparative Political Philosophy

Prereq: None
Gen Ed Area: CEAS338
Credits: 1.00
Grading: A-F
Offering: Host

This course 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

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-PHI

PHIL337 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: OPT
Credits: 1.00
Gen Ed Area: SBS-PHI
Identical With: CEAS327
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-PHI
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-PHI
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 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-PHI
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 conjunctures. 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 Anthropocenean discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, we will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocenean 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

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 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 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

PHIL358 Decolonial Theory
Decolonial theory reveals that colonial structures of power, knowledge, and subjectivity are inextricable from the contemporary world. As a result, we are forced to rethink the foundations of modernity and the contours of key philosophical and social-political problems that shape our present.

This course proceeds in three sections. In the first section we study the colonial order of things: how fundamental aspects of human nature, epistemology, aesthetics, and power were determined by colonial histories. The second section turns to the coloniality of race and gender, looking at how modern notions of race and gender took shape out of the colonial experience beginning in 1492. In the last section, we consider questions of language, space, and decolonial futures. Thus, we will end the class by asking: What kinds of resistance and possibilities of decolonization can be imagined and practiced in light of the coloniality of the present?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-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

PHIL363 Philosophy of Perception

Roughly, perception is the cognitive activity embodied creatures engage in order to find out things about their environment. In the most basic sense, perception involves conscious awareness of something other than ourselves, which causally depends on sensory organs (our eyes, ears, nose, etc.) being stimulated by something external to our physical body. In this course, we will explore the several different "levels" at which philosophers think about perception and the different questions being asked. At the metaphysical level, the central question is: What kind of "things" do we perceive? What is perceptual awareness of? At the epistemological level, we will deal with the question: can we gain knowledge about the world through perception? Finally, at the psychological level, we will ask: How do the psychological processes—studied by sciences like cognitive science, neuroscience, physiology, etc.—relate to the metaphysical and epistemological questions?

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
This seminar in the metaphysics of mind and meaning begins with the philosophical and scientific background to cognitivist conceptions of mind and artificial intelligence. Both classic and recent criticisms of cognitivism and early AI emphasize the role of bodily movement and skill, language, social normativity, and engagement with and within the world as integral to conceptualization and understanding. These themes will then be explored constructively in some recent reconceptions of cognition as embodied and social-pragmatic, and of language and other conceptual repertoires as integral to bodily involvement in the world and with one another.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: SISP383
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
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

PHED103 Tennis, Advanced
This course is designed for the individual who is familiar with the game of tennis and who wishes to develop his or her game further. Advanced strategy and tactics will be taught. 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

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

PHED108 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

PHED109 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
PHED139 Running for Fitness
This class is designed to improve 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 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 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 - Garururasana (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-Bibhatapada-Paschimothanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhatapada-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 - Ardhaka-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati 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

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 - Garururasana (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-Bibhatapada-Paschimothanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhatapada-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 - Ardhaka-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati 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 the Freeman Athletic Center.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: None
Prereq: None

PHED170 Sculling
This course is designed for those students that have completed the introductory Rowing for Fitness course (PHED137). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: None
Prereq: PHED137

PHYSICS (PHYS)

PHYS105 Calderwood Seminar in Public Writing: Engaging Sustainability
This writing-intensive seminar gives students practice in developing skills to communicate with the public about the science of sustainability. Despite some successes, the environmental challenges widely known and discussed for the past fifty years 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. It is easy to see the need for change and hard to know what that change should look like in detail.

Engaging 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, and then to focus on making change.

Calderwood Seminars in Public Writing emphasize writing for general audiences about expert subject matters. Students work with their peers to learn the skills that will enable them to translate scientific understanding for the public. The course affords students the opportunity to acquire a science-based understanding of sustainability as well as the tools to effectively use their knowledge to move the public discussion. Students will have the opportunity to explore public communication in the form of blog posts, wikipedia articles, lectures, interviews, book reviews, comments, and editorials. Emphasis will be placed on public exposition and argumentation. The course will employ an intensive author/editor model to produce writing that is polished and persuasive.

Please note that this course is intended for upper-level students who have experience with environmental and sustainability studies.

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: OPT
Credits: 1.00
Gen Ed Area: NSM-PHYS
Prereq: PHYS113

PHYS121 Introductory 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 Introductory 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 PHYS111 lecture, integrating calculations with the experiments. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS113. 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: 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 Mechanical 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: Cr/U
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: A-F
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: A-F
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

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: Cr/U
Credits: 0.50
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: A-F
Credits: 1.00
Gen Ed Area: NSM-PHYS
Prereq: PHYS213 AND MATH221 OR (PHYS213 AND MATH223)

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
Prereq: PHYS213 AND MATH116

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: OPT
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.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PHYS
Identical With: PHYS515
Prereq: (PHYS214 AND MATH23) 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: OPT
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
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: 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: OPT
Credits: 0.50
Gen Ed Area: NSM-PHYS
Prereq: [MATH221 AND PHYS213] OR (MATH223 AND PHYS213)

PHYS342 Experimental Optics
This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.
Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: NSM-PHYS
Identical With: PHYS542
Prereq: (PHYS116 AND PHYS213)

PHYS345 Electronics Lab
This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: NSM-PHYS
Identical With: PHYS545
Prereq: (PHYS116 AND PHYS213)

PHYS358 Condensed Matter
This course is an introduction to condensed-matter physics with emphasis on fundamental properties of solids. We will explore crystal structure, phonons, and electrons in solids as a basis for understanding the thermal, electronic, and magnetic properties of materials. In addition to lectures and problem sets, there will be several numerical experiments in which computer simulation and visualization tools will be used to explore microscopic properties of materials.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PHYS
Identical With: PHYS558
Prereq: [PHYS315 or PHYS515] AND [PHYS324 or PHYS524]

PHYS377 Chemistry of Materials and Nanomaterials
This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamatamaterials; 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

PHYS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host

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

PHYS470 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

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
are essential for understanding phenomena like evaporative cooling and the statistical nature of fermions and bosons, the tools of statistical mechanics of matter. In addition to explaining phase transitions, critical phenomena, 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.

- **PHYS510 Theoretical Physics Seminar II**
  Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
  
  **Offering:** Host
  **Grading:** OPT
  **Credits:** 0.25
  **Gen Ed Area:** None
  **Prereq:** ([PHYS313 or PHYS513] AND PHYS214 AND [PHYS315 or PHYS515] 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:** OPT
  **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.
  
  **Offering:** Crosslisting
  **Grading:** A-F
  **Credits:** 1.00
  **Gen Ed Area:** NSM-PHYS
  **Identical With:** PHYS315
  **Prereq:** (PHYS214 AND MATH223) OR (PHYS214 AND MATH221)

- **PHYS516 Thermal and Statistical Physics**
  Thermodynamics and statistical mechanics are pillars of physics. 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 ferroms 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.

- **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**
  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

- **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
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: A-F
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: OPT
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: PHYS515

PHYS574 Advanced Topics in Condensed Matter
The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department. This course may be repeated for credit.
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: PHYS313 AND PHYS314 AND PHYS324

PHYS576 Advanced Topics in Theory
This 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: Amp Graded
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)

PSYC105 Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students’ liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

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
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 anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholars accounts

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

PSYC115F Your Brain on College: Applying Neuroscience to College Life (FYS)
This course introduces first-year students to reading, writing, and discussing research in neuroscience. We will cover topics related to how the brain perceives and changes in response to experiences that are common in college or university, including building friendships, learning new information, time management, and coping with stress. Students will be encouraged to apply research to their own experiences through several short writing reflections. Students will also develop an APA-style literature review over the course of the semester.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC116F 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 psychoanalytic and social psychological 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

PSYC117F 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 psychoanalytic and social psychological 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

PSYC118F 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 psychoanalytic and social psychological 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

PSYC119F 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 psychoanalytic and social psychological 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

PSYC120F 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 psychoanalytic and social psychological 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

PSYC121F 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 psychoanalytic and social psychological 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

PSYC122F 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 psychoanalytic and social psychological 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

PSYC123F 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 psychoanalytic and social psychological 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: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: PSYC105

**PSYC201 Psychological Statistics**

This course provides a general introduction to the use of statistics in everyday life and in psychological research. Special emphasis will be placed upon the development of critical thinking skills for evaluating the validity of statistically-based claims found in the media and in published research. In addition, the course will focus on the practical application of statistics and the logical connection between various analytic techniques. Both descriptive and inferential statistics will be discussed, and students will learn to clean and analyze data using Microsoft Excel and specialized statistical software (e.g., SPSS and/or R).

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: PSYC105 OR PSYC101

**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 first third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to critically read, interpret, and engage in research. Then, we will investigate a series of case studies in which people have attempted to take basic research in developmental science and apply it to education settings. Example research-based interventions we might choose to study include mindfulness, growth mindset, early numeracy, reading instruction, teacher development, and anti-bias education. We will ask questions like: Which aspects of the research did the interventions account for, and which aspects were set aside? What are the factors that facilitate or block the use of research in practice? How are research-based interventions evaluated, and how do the outcomes of those evaluations affect our interpretations of the original research findings? What tradeoffs are made when putting research findings into the real world? How do seemingly small details about how interventions are designed and implemented affect the research-practice interface? Through our discussions, we will cover some core topics located at the bridge between research and practice such as practitioner expertise, science communication, participatory action research, educational design, and implementation science.

Offering: Host
Grading: OPT
Credits: 1.00
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 conceptual, design, and analytic issues. 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
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: OPT
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: A-F
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 (PSYC105 AND 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 AND (PSYC200 OR PSYC201 OR QAC201 OR ECON300)
### PSYC220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** NSM-PSYC  
**Identical With:** NS&B220  
**Prereq:** PSYC105

### 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:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** NSM-NSB  
**Identical With:** NS&B225  
**Prereq:** PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

### PSYC226 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based skills for effective classroom learning, understand and appreciate research on the neuroscience of learning and motivation across species, and apply theories of learning and motivation to understanding human behavior. Course objectives for achieving these goals include: implementing evidence-based practices; dispelling myths about learning; explaining mechanisms of memory consolidation and factors that modulate it; distinguishing between and identifying components of operant and classical conditioning; and explaining how each theory of motivation can be used to understand why people behave in certain ways.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** NSM-PSYC

### PSYC227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** NSM-NSB  
**Identical With:** NS&B227  
**Prereq:** PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

### PSYC228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** NSM-PSYC  
**Identical With:** NS&B228  
**Prereq:** PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

### PSYC230 Developmental Psychology
This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about physical, social, emotional, language, brain and cognitive development, with emphasis on cognitive development.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-PSYC  
**Prereq:** PSYC105

### 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: A-F  
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: OPT  
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  
**Identical With:** EDST253  
**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

### 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

### 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.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** SBS-PSYC

### 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

### 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

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

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

PSYC282Z Zero to Infinity: The Psychology of Numbers
What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children’s education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-EDST
Identical With: EDST250Z
Prereq: None

PSYC291 Language and Thought
This course will address a central issue in cognitive science and a very active area of research and theory in recent years. We will look at 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC295Z The Science of Happiness
(Also offered as a blend of synchronous class meetings and asynchronous work involving small group discussions.) Positive psychology is the study of human happiness. The field has compiled an enormous research base offering evidence of the fundamental components of well-being and flourishing. While former work used a narrow, Western definition of happiness, the discipline
later broadened its focus to include traditionally Eastern concepts such as social harmony and compassion. More recently, the field has been redefined through second-wave and third-wave positive psychologies, both of which seek to break free from the binary concepts of "positive" and "negative" in favor of a dialectic approach, while utilizing concepts of flourishing through suffering found in indigenous psychology, and including models for systemic change found in social work, sociology, and economics.

This course will trace the history and development of positive psychology from its inception to the current state of the field, using a positive psychology text supplemented by journal articles. Core concepts will be discussed and critiqued. It will require students to keep "happiness journals" and complete out-of-class activities for personal reflection upon and practice of individual experiences of happiness. Additional course requirements include shorter and longer reflection papers, in-class discussion, and a final project.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

**PSYC311 Children's Learning from Media**
Children are surrounded by media that aim to teach them, from television shows that introduce Spanish, to books that promote kindness, to apps that explain the biological world. How do children learn from the wide range of educational media they encounter? In what ways do media set the stage for children's expectations about the world? And does our modern, digital era suggest a shift in children's education? In this course, we will explore theoretical questions and empirical research to better understand how children learn from media and how different forms of media affect cognition and behavior. We will focus primarily on infancy and early childhood as periods of tremendous growth and increasing exposure to media, but will also discuss media use during middle childhood and adolescence. We will consider topics that have been well-studied and important questions that remain unanswered in the field. We will also turn a critical eye to the historical lack of representation (i.e., race, gender, disability, sexual orientation, family structure, etc.) in children's media and discuss necessary changes. Throughout the course, we will engage critically with empirical research, develop ideas for testing unanswered questions, and practice communicating about research to the public.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

**PSYC312 Family Transitions Across the Life Span**
This seminar aims to provide an overview of normative and non-normative family transitions from adolescence through adulthood. Grounded in a life-course perspective, this course examines theories and recent findings related to family transitions. Topics include "modern" dating, relationship formation and dissolution, staying single, parenthood and remaining "child-free," family structure changes such as marriage, divorce, remarriage, and widowhood, as well as grandparenting, empty nesting (and refilling), and the "sandwich generation." From this course, students will learn developmental theories related to transitions across the life course, and be able to critically analyze recent research on family transitions.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

**PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives**
The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B316
Prereq: None

**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

**PSYC317 Seminar in Adoption & Culture**
This seminar uses psychology theory and research, as well as interdisciplinary scholarship from across the social sciences and humanities, to critically examine the psychological experience of being adopted. We will examine the nature and experiences of adoption, including international, domestic, transracial, and same-race adoptions. We will draw on critical scholarship that highlights systems
of power and questions the established "truths" of adoption (e.g., adoption as saving an orphan). Further, we will examine the ways in which belonging to a minoritized culture, race, or ethnicity impacts the ways in which individuals experience adoption. Example topics include adjustment, birth family, identity, migration, and well-being.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC318 Culture and Subjectivity

The critical psychologist Thomas Teo states, "society, culture, and history provide forms (molds) of subjectivity, whereby (developing) individuals have the agency to sometimes choose, expand or change forms, and in rare circumstances, they may even be able to transcend these forms. Under normal circumstances, however, humans adapt, (ful)fill, and actively 'suture' into these forms, allowing for variations and new actualizations." This course is oriented towards exploring contemporary forms of subjectivity in the 21st century, considering in particular the combination of social media and neoliberal capitalism in the shaping of mentalities and behaviors, as well as possible avenues to critically and creatively contest these predominant cultural forms.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-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

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
Idenitical With: ENVS325
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 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
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: NSM-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: FGS3338, SISP338
Prereq: PSYC105 OR [FGS320 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: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B341
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

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: PSYC347

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
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: SBS-PSYC
Identical With: AFAM361
Prereq: [NS&B213 or BIOL213 or PSYC240]
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: Cr/U
Credits: 0.50
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

PSYC376 Advanced Research in Adolescent Racial Identity and Resistance
Students in this advanced research course will contribute to ongoing research studies in the area of adolescent ethnic-racial identity and sociopolitical development. Students will be introduced to community- and school-based research methods with marginalized youth and families. Students will contribute to different aspects of the research such as literature reviews, collecting and analyzing qualitative and/or quantitative data, data management, and manuscript preparation.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which will include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.
Offering: Host
Grading: A-F

PSYC379 Advanced Research in Conceptual Development
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 on a topic in reasoning and decision making.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B382
Prereq: None

PSYC382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B382
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: NSM-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

**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

**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
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, 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

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&ESS500, 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.

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

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

PSYC590 Advanced Research, BA/MA
Intensive investigation of special research problems leading to a BA/MA thesis.
Offering: Host
Grading: OPT
QUANTITATIVE ANALYSIS CENTER (QAC)

QAC150 Working with SQL and Databases
Many of you have heard of studies that analyzed Twitter messages and predicted some phenomena--spread of flu in New York, consumer confidence index, and so on. Behind the success of these studies are the systems for data storage and retrieval. A regular user can access only the latest nine days of tweets. Any study that aspires to analyze longer periods has to deal with the issues of storing the observations and retrieving them later for analysis. The goal of this course is to show you how to do that--how to connect to various types of databases and how to retrieve and update your data. We will start with relational databases; learn SQL, the language used to query and update the data, and explore the latest developments in the database field--Hadoop and MapReduce.
Offering: Host
Grading: OPT
Credits: 0.50
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: 0.50
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: 0.50
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: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
Identical With: IDEA154, CIS154
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: 0.50
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: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
Prereq: None

QAC157 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: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
Prereq: None

QAC158 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 formats and use Python'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: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
QAC211 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: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
Prereq: QACC151 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

QAC202 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, PSYC280Z, NS&B280Z
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—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 citizens, researchers, health care providers, and policy makers 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

QAC2322 Mapping the Pandemic
The COVID-19 pandemic has altered the global community’s daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers 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.
makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates’ maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today’s research arena. The course is aimed at students with limited or no prior GIS experience.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-EES
Identical With: E&ES271Z
Prereq: None

QAC234 Working with Remote Sensing Data with Applications in Social Science Research
The last decade has seen an increase in application of remote sensing data in social science research: nighttime light data is used to support research into economic development and urbanization, measurements of pollutants serve as a proxy for economic activity, digital elevation models are used by historians to reconstruct most probable locations of ancient roadways, and archeologists use image analysis to discover ancient sites. This course will introduce students to the universe of publicly available remote sensing data products and will teach the students how to work with the remote sensing data (e.g., using Google’s Earth Engine and its scripting platform). Topics covered in the course include the manipulation of geometric features, making of maps and animations of environmental variables, generation of time series for geographic regions, and operations on aerial photography.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: NSM-QAC, SBS-QAC
Prereq: QAC155 OR QAC156 OR COMP112 OR COMP114

QAC239 Proseminar: Machine Learning Methods for Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.

Offering: Host
Grading: A-F
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: A-F
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

QAC252 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
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

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: A-F
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-GOV
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.
an introduction to the theory and practice of time series analysis. We will learn how to identify and model the components of a time series process, and to properly model relationships among variables over time. By emphasizing the practical applications of time series analysis, the course will give students an opportunity to further develop computational skills and learn how to develop forecasting models, and to make inference using time series data.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** 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:** A-F

**Credits:** 0.50

**Gen Ed Area:** 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:** A-F

**Credits:** 0.50

**Gen Ed Area:** 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:** SBS-QAC

**Prereq:** [QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON300 OR [GOVT367 or QAC302] OR PSYC200

**QAC320 Applied Time Series Analysis**

Understanding and modeling the past allows us to extract insights in our areas of study that are not possible to extract without time series data. This course is an introduction to the theory and practice of time series analysis. We will learn...
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
RELI 151 What is Religion? JewBus, Museums, and the First Amendment
Why did the FBI assault the Branch Davidians’ compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Chist? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, 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: CJST 151
Prereq: None

RELI 151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians’ compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Chist? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, 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: CJST 151F
Prereq: None

RELI 203 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: CEAS 217F
Prereq: None

RELI 205 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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: PHIL 259, CEAS 256
Prereq: None

RELI 206 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th–19th centuries CE) philosophers that in many cases are still central in East Asian 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. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL 259, CEAS 256
Prereq: None

RELI 207 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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: CEAS 217F
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, WLIT282
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

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 persecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: MDST215, CLST215
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

RELI218 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. In 2021, after 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork 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. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi’s description of the horror of Nazi concentration camps, or in Amiri Baraka’s fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present.

The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L226, ITAL226, COL234, MDST226, WLIT250
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 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: 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: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CJST222, FGSS222
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

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
Identical With: CEAS228
Prereq: None

RELI225 Socialist Utopias: Transcendence and Religion in Communist States
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 and 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 mangoes 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: REES230
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 mangoes 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 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. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. 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: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: CEAS343, WLIT273
Prereq: None

RELI230 Cinematic Encounters: Muslims and/in/of the West
Please note: students will be required to view all films prior to the first day of class, and to submit pre-session assignments. Examining contemporary films by and about Britons, Indians, Pakistanis, Afghans, and Black and white Americans offers the opportunity to challenge the simplistic binaries of West versus Islam upon which popular representations often rely. We will pay attention to the aesthetic choices made by directors and screenwriters as they depict themes of Muslim emigration, European imperialism and colonialism, religion and secularism, terrorism and state violence, representations of gender, and issues of multiple belonging. Particular analytic emphasis will be given to the concept of nationalism. Films that may be included are "The Outpost," "The Kingdom of God," "The Battle of Algiers," "Lagaan," "Zero Dark Thirty," "The Beauty Shop of Kabul," "Restrepo," "Khuda ke Liye," "My Name Is Khan," "Malcolm X," and "AmericanEast."

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Prereq: None

RELI232 Cinematic Encounters: Muslims and/in/of the West
Please note: students will be required to view all films prior to the first day of class, and to submit pre-session assignments. Examining contemporary films by and about Britons, Indians, Pakistanis, Afghans, and Black and white Americans offers the opportunity to challenge the simplistic binaries of West versus Islam upon which popular representations often rely. We will pay attention to the aesthetic choices made by directors and screenwriters as they depict themes of Muslim emigration, European imperialism and colonialism, religion and secularism, terrorism and state violence, representations of gender, and issues of multiple belonging. Particular analytic emphasis will be given to the concept of nationalism. Films that may be included are "The Outpost," "The Kingdom of God," "The Battle of Algiers," "Lagaan," "Zero Dark Thirty," "The Beauty Shop of Kabul," "Restrepo," "Khuda ke Liye," "My Name Is Khan," "Malcolm X," and "AmericanEast."

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Prereq: None

RELI239 Modern Shamanism: Ecstasy and Ancestors in the New Age
The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, 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

RELI241 Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance
"More people have died in the name of religion than any other cause on Earth." Is this true? If not, why do so many people believe it? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures--specifically those of South Asia and the United States--and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by
Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Prereq: None

RELI241F Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance (FYS)
"More people have died in the name of religion than any other cause on earth." Is this true? If not, why do so many people believe it so? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures—specifically those of South Asia and the United States—and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.

Offering: Host
Grading: OPT
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

RELI252 The Five Rachels: Jewish Women in Contemporary American Culture
The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally—or not—sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CIST
Identical With: CJST252
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

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 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, 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 (Santaria) and Palo Mayombe in Cuba, Obah 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, AMST258  
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 what it means to be modern.  
Offering: Host  
Grading: OPT  
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: A-F  
Credits: 1.00  
Gen Ed Area: SBS-RELI  
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
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

RELI281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.
In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.

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: HA-CHUM, CJST281
Identical With: SISP282
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

RELI209 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 eccoidal 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

RELI129 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 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 eccoidal 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: SBS-RELI
Identical With: HA-RELI
Prereq: None

RELI303 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of “XR”—the decentralized environmental activist organization and global campaign of civil disobedience—it borrows the movement’s self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the “Anthropocene.” How is Christianity entangled among the “historical roots of our ecologic crisis”? What is “eco-theology”? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this “planet of slums” and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity’s intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: ENVS302, SISP313
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 prophety, 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 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

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

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. The course will also provide opportunities for practical engagement with a variety of meditation traditions.

Offering: Host
Grading: OPT
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
Prereq: None

RELI317 Colonizing Space: Exploration, Extraction, and Inhabitation
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their “resources”? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged planet Earth in the process?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: ENVS317, SISP327
Prereq: None

RELI317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way
to learn from other planets, moons, and asteroids without exploiting their "resources"? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged Planet Earth in the process?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: ENVS317F, SISP327F
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 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

RELI321 Visual Worlds of Himalayan Religions
How do Tibetan Buddhists look at religious images? What do pilgrims in Nepal see when faced with sacred monuments? Why do devotees in Bhutan display erotic caricatures in public? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of the Himalayan region. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Himalaya (including Tibet, Nepal, north India, and Bhutan), placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Himalayan cultures produce religious images and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, and the social lives of images, as well as processes of reading and interpretation. Particular attention will be paid to representations of Buddha Sakyamuni and visual expressions of his life.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: ARHA381, CEAS381, ARCP380
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

RELI379 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies 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 (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) 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 Father Divine, the Nation of Islam, 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
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

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
Offering: responsibilities and method of evaluation.

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.

**RELI469 Education in the Field, Undergraduate**

Offering: Host
Grading: A-F

RELI468 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

**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

**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&L115F Italian Cinema, Italian Society (FYS)**
This First Year Seminar 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 auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with popular genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastro, Ophuls, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

**RL&L1122 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 seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, and violence play in relationships between couples and within society, and how were they represented in literature and art? 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 “homosexual” love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL123Z, ENGL123Z, FGSS123Z, MDST125Z, WLIT249Z
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&L176F Days and Knights of the Round Table (FYS)**  
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: OPT  
Credits: 1.00  
Gen Ed Area: HA-RLAN  
Identical With: WLIT262F  
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 Romanesque and Gothic Art and Architecture**  
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval 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: OPT
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 contexts, 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 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 Acquisition & Pedagogy - Teaching Romance Languages

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? This course is intended for students who may be considering a career in education. 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.

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.

Offering: Host
Grading: A-F
Credits: 1.00
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 obscurity 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: EDST224
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”

In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. In 2021, after 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante’s masterwork 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. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the “Comedy” casts its long shadow on modern culture: in Primo Levi’s description of the horror of Nazi concentration camps, or in Amiri Baraka’s fragmentary representation of America’s infernal racist system. We investigate the challenges that Dante’s text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul’s relation to the divine; Dante’s concepts of governance and universal peace; mythology and theology in Dante’s Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante’s work from the 14th century to the present.

The course combines a close analysis of Dante’s inventiveness and literary strategies with exercises in analytical 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL226, COL234, RELI218, MDST226, WLT250
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 Honore’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’ 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, “courty 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: OPT
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&L234 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in
such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL232, MDST231, WLIT261
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, ENV5263B
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: OPT
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 Loyalism: Reconfiguring North America in the Age of Revolution, 1774-1848**

At the end of the Seven Years’ War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, 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&L239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course 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. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized—the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist along the way developing art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist’s personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA239
Prereq: None

RL&L240 Revolutionary France and the Birth of Modern Art, 1789-1900
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 revolutionary upheaval; 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: OPT
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: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA241, GRST241
Prereq: None

RL&L243 Art and Culture of the Italian Baroque
This course 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. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized—the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist along the way developing art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist’s personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA239
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&L250 Integrative Learning Project 1: Reflecting About the Liberal Arts
The Integrative Learning Project is a .50 credit course that allows students to develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist’s personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA240, COL240
Prereq: None
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-COL
Identical With: COL278
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 academic—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: None
Identical With: ENGL295, COL339, CLST393, 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-KLAN
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-KLAN
Identical With: SPAN301, FILM301, COL334
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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL327
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&L390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one’s research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.

Offering: Host
Grading: OPT
Credits: 1.50
Gen Ed Area: HA-REES
Identical With: COL393, GRST291, MDST390, FREN390
Prereq: None

RL&L401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
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 realistic 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

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

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 banning 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

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—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 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 Aleksandr 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, WLIT259
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 cliched 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 KARAMAZOV
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

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, CLST393, CEAS340, RL&L290, GRST231, RULE340, REES340
Prereq: None

RUSS350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: SBS-REES
Identical With: CGST350, REES350, RULE350
Prereq: RUSS202

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
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

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 Victor 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—which 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 Alexieich (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
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, WLIT259
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 cliched 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

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
RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES (REES)

REE5205 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 realistic 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

REE5208F 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

REE5216 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

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: A-F
Credits: 1.00
Gen Ed Area: SBS-RELS
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: A-F
Credits: 1.00
Gen Ed Area: SBS-RELS
Identical With: RUSS224, WLIT257, RULE224
Prereq: None

REES225 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: A-F
Credits: 1.00
Gen Ed Area: SBS-RELS
Identical With: RUSS225, RULE225, WLIT243
Prereq: None

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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS220, RULE220, WLIT243
Prereq: None
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 and 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 mangoes 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: HA-REES
Identical With: RELI225
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 refractions the Soviet domination of Czechoslovakia through the traumas and love affairs of a quartet of characters; in Witold Gombrowicz's TRANS-ATLANTYK and Aleksander 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, WLIT259
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 KARAMAZOV
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

REES267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (Woody Allen, MAD magazine, Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS267, RULE267
Prereq: None

REES268 Nabokov
Vladimir Nabokov—brilliant writer, outrageous literary gamesman, and cosmopolitan exile—is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."
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: RUS277, 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-GOV
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

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: SBS-RELI
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-REES
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, ENV5318
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: A-F
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, CLST393, 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 Secular World

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
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.
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: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST395Z, RELI393Z
Prereq: None

REES350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovskiy, Mandeshtam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).

Offering: Crosslisting
Grading: OPT
Credits: 0.50
Gen Ed Area: SBS-REES
Identical With: RUSS350, CGST350, RULE350
Prereq: RUSS202

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: HIST353
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
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, precarioussness, 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 technoscientific 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

SISP190 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.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST190, ENVS237

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 artifact 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...
SISP213 Calderwood Seminar in Public Writing: Writing Science, Writing Science Studies
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
Identical With: PHIL288, ENVS205
Prereq: None

SISP214 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, ENVS215
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: OPT
Disease and epemics 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 that 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: HIST221, ENVS211
Prereq: None

SISP222 Disease and Epidemics in Historical Perspective

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

SISP235 Economies of Death, Geographies of Care
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 eutanasia; 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'
SISP240 Research Methods in Science Studies
This seminar exposes students to qualitative research methods in science studies including ethnography, archival and discourse analysis, social worlds analysis, comparative historical analysis, narrative analysis, visual culture and media analysis. The course will survey methodological traditions in science and technology studies, sociology and cultural studies, and feminist and critical race studies that guide the collection of evidence about scientific knowledge and practices, the relationships between users and technologies, and broader sociotechnical infrastructures. Coursework will culminate in small-scale individual and group research projects utilizing qualitative research methods.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: None

SISP243 Commodities and Addiction
This course will examine several commodities that have often been described as addictive. We will use a case study approach and focus on the following substances: tobacco, sugar, opiates, and alcohol. We will also consider the history of the concepts of addiction and addiction treatment. The course will be largely focused on United States history but will also consider the global history of the production of these substances and the development of global consumer markets. Some of the subjects that we will discuss include colonization, slavery, agricultural and environmental history, advertising, public health, and criminalization of substance use.

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 skewed 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: A-F
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 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

SISP261Z Enlightenment and Science
This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways
that twenty-first-century science and technology have been impacted by
the Enlightenment. In general terms, the long-eighteenth-century European
Enlightenment is taken to be the marker of the modern age—when modern
science emerged. The time has now come for a reconsideration of the complexity
of science and the scientific method during the Enlightenment as a means of
comprehending its direct impact on the modern age in which we are living
today. This class will focus overall on the strengths and weaknesses that modern
science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World
History story. This class will highlight test cases and ethical choices—to give
two modern examples, decisions about resource allocation, that of fossil fuels
and vaccines—that we are facing today. These choices are not made simply on
scientific, logical lines but also according to the preferences of society. In order
to understand our current situation, we must inform ourselves about how we
arrived at this situation. Two centuries ago, without government or private
sources of funding for science, the emphasis on immediate outcomes in science
became common. Practitioners of science (the term “scientist” was not used
until the nineteenth century) often had to be showmen to attract attention
in order to get funding. Likewise, by the twenty-first century, it is now almost
impossible for scientists to get grants for pure research; winning applications
have to stress immediate public outcomes in order to get funded. This effectively
puts a stopper into the very source of new scientific ideas—pure science—and of
virtually all new scientific break throughs, and this is a world-wide trend in the
sciences.

In this class, we will examine crucial examples of the key scientific subjects
that emerged during the Enlightenment, and social and political responses to
these same scientific discoveries, from both the Enlightenment and Counter-
Enlightenment, which stressed religion over science. We will read responses
from non-practitioners of science at the time—educated people trying to make
sense of emerging modern science in the midst of politically and economic
troubled times. There was, in the eighteenth century, no safety net—such as unemployment benefits— for those who wanted to practice science in a
time that there were no jobs in science. There was certainly no safety net for
rest of society either. The parallels to our own time are self-evident: political
polarization, closely linked to radically different views toward science, in the
midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open
to new types of people, not just new ideas. During the Enlightenment, science
and technology were being advanced by artisans in addition to well-connected
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. Such accomplished women were rare during the
Enlightenment but they should not be ignored. Margaret Cavendish, Emilie du
Chatelet, and Caroline Herschel are prime examples of women practitioners
of mathematics, physics, and astronomy respectively. Women were also the
organizers of the intellectual salons in Paris and the political salons in London.
In all these cases, even the political salons, science was discussed as a general
topic of discussion, not just a subject for specialists. And those knowledgeable
in the sciences were expected to make their work accessible to non-specialists.
Later, however, the nineteenth-century professionalization of, and specialization
in the sciences 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.
Alas, it also resulted in the end of the belief that educated people outside of
the sciences should know about it in order to be proper citizens. Overall, this
class will address areas of commonality and difference between Enlightenment
science and technology and modern science and technology, including lingering
problems, as well as possible solutions suggested from past writings and
experiences.

There will be many distinctive aspects of this class. One will be the intensive
textual analysis of primary documents in class. Another will be the active
participation of several guest speakers. There will also be a virtual visit to Special
Collections, Olin Library, Wesleyan University.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST261Z
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

SISP267 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, ENV267
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: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: PHIL154
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-REL
Identical With: REL128
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-person 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

SISP293 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: Crosslisting
Grading: A-F
Credits: 1.00

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
analog. 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
racisms 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: AFAM300
Prereq: None

SISP302 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 and sexual
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, childhood health, and what constitutes an ideal family. Finally, we
will interrogate how these ideas influenced health policy and political ideologies
which, in turn, changed conceptions of motherhood, fatherhood, and the family.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
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 eccodical 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, ENV5307
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

SISP313 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of "XR"—the decentralized environmental activist organization and global campaign of civil disobedience—it borrows the movement’s self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity’s intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI303, ENV5302
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: OPT
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 Sovereignties: 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: OPT
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

SISP322 Methods and Frameworks for Understanding and Overcoming Health Disparities
In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health’s capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: CSPL322
Prereq: None

SISP327 Colonizing Space: Exploration, Extraction, and Inhabitation
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin
Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their “resources”? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged Planet Earth in the process?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI317F, ENVS317
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 will 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

SISP327 Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of “NewSpace” industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their “resources”? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged Planet Earth in the process?

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI317F, ENVS317F
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 counterpart: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understand waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FGSS
Identical With: FGSS329
Prereq: None
confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphorical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities-parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero—provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science—in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?

Offering: Crosslisting
Grading: A-F
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? 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-PHIIL
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 interdisclipinary 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

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: OPT
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 televisualy 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: HAU-HUM

**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 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 prosthethically 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
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: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI373, EDST373
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.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST374
Prereq: None

SISP375 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry—such as demography, economics, geography, and ecology—substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions between expertise and democracy, secrecy and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST385
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, ENV5381
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: PHIL385
Prereq: None

SISP383 Mind, Body, and World
This seminar in the metaphysics of mind and meaning begins with the philosophical and scientific background to cognitivist conceptions of mind and artificial intelligence. Both classic and recent criticisms of cognitivism and early AI emphasize the role of bodily movement and skill, language, social normativity, and engagement with and within the world as integral to conceptualization and understanding. These themes will then be explored constructively in some recent reconceptions of cognition as embodied and social-pragmatic, and of language and other conceptual repertoires as integral to bodily involvement in the world and with one another.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL383
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

SISP389 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? How much can we really know about nature as it is, in itself, outside of our representational strategies? In what ways do different kinds of description—and the often unexamined assumptions that structure them—limit what we can see? Do different modes of description and figurative language do different things to the world? And what do they do *in* the world—what ideological or political work? How, in short, does language reflect, touch, and transform the material world?

This course will grapple with big questions about nature, language, race, class, history, science, 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: ENGL389
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
Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

Identical With: HIST399, CEAS214, ENVS399
Prereq: None

SISP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

SISP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

SISP409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

SISP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

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

SOCIOMETRY (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
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:** SOC215

**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:** SOC215

**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:** SOC215

**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:** SOC215

**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:** SOC215

**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
Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized 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 relationships? 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. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: FGSS255Z
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 which form sex work, as well as the way in which prostitution is utilized 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 relationships? 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

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? What is the nature of male physical pleasure? How do we understand queer and trans bodies? This course aims to pose these questions and examine a variety of critical perspectives.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Prereq: None

SOC280 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM374, AMST374, FGSS374
Prereq: None
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 underdetermined. 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

SOC300 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course’s animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as “queer” or “trans”? What constitutes a “queer” or “trans” reading of visual culture? How might various formulations of “queer” and “trans” relate to, put pressure on, and/or resist “aesthetics”? What is the relationship between an artist’s self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences’ efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist’s “identity” (asserted and/or imposed) have to do with their art? And what does a viewer’s “identity” (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: Crosslisting
Grading: OPT
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

SOC303 Sincerity & Perversity in Contemporary American Movies
This course will examine scholarly and popular conceptions of sincerity & perversity; authenticity & inauthenticity in contemporary American movies. 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

SOC304 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 Cruudas, former 2 Live Crew member Luke, Biggie Smalls, Mr. Killa, De La Soul, Lil' Kim, Outkast, Jill Scott, Aiyisoba, 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: 1.50
Gen Ed Area: SBS-SOC
Identical With: ENVS316
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: Crosslisting
Grading: A-F
Credits: 1.00
is articulated in these spaces during colonization and after formal colonization.

We will go from Ghana to Kenya, Nigeria to South Africa, to understand how race, sexuality, gender, and class? Lastly, how do we conceptualize Post-Independence Africa in relation to the African diaspora?

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.

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.

SOC327 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.

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 in reality 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.

SOC324 Black Girl Magic? Survival and Speculative Fiction in the Social World
“Black Girl Magic?” explores and examines the sociological origins, usages, and deployments of the now-popular hashtag. Shortened from “#BlackGirlsAreMagic,” coined by CaShawn Thompson in 2013, #BlackGirlMagic has seen its share of celebration and controversy. Used by and for figures such as former First Lady Michelle Obama and Janelle Monae, the hashtag appears almost everywhere to provide exemplars for the resilience of Black women and girls. However, some critics have questioned its origins and usage, particularly among those who have been branded with the hashtag—cisgender, well-to-do, fit/thin, non-disabled, and/or famous—and have asked since the beginning: To whom exactly does this phrase belong? Who does it include? And why should we use it? This course aims to survey all those questions and more. It will highlight Black women, trans, and gender non-conforming writers, as well as both sociologists and those not officially affiliated with the field, to deepen our understanding of Black life experiences in a global social world. We will dive into and deconstruct what we know about concepts such as “survival,” “joy,” “imagination,” and “community” via black feminist thought, queer/queer studies, popular culture, political science, speculative fiction, and cultural sociology.

SOC335 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. 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.
and proximity to popular culture (magazines, music, films, and online resources). Lucille Clifton and Alice Walker. In addition, we will bring our lived experiences of intersectional analysis. By bringing medical and sociological studies into conversations with political and feminist theory, while also engaging with literary and 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 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 politization 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 workshopping 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: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: FGSS311, EDST399
Prereq: None

**SOC399R Advanced Research Seminar: I Write What I Like**
Love letters, propaganda, admission essays, manifestos, research papers, memoir, profiles, invitations, journaling, tweets, and texts. We write a lot. Whether it's grammar and syntax or word counts and page limits, we do so with rules in mind that help shape what gets said. We fret over whether to write in first or third person, what type of citations to use, and whether we have enough evidence. Too often rules are imposed before we've sorted through our thoughts, let alone what we want to say about them. As we think about these formal and informal rules, we'll consider the specificities and usefulness of various forms of writing, and how each presents constraints that open up or foreclose different kinds of thoughts about society.

We'll think about how writers, activists, and academics approach writing to move us in different ways. We'll experiment with and repurpose diverse genres as we develop our own approaches to writing as an essential tool of social analysis.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
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: Amp Graded
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: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None
SPAN110 Spanish for High Beginners
Intermediate-level language course following SPAN103, with emphasis on
the development of four basic language skills (reading, listening, writing, and
speaking) within a cultural framework.

This course is comparable to SPAN111 and can be followed by SPAN112. Those
seeking to follow with SPAN113 require permission of instructor. A weekly
electronic journal is required for this course.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: SPAN102 AND SPAN103

SPAN111 Intermediate Spanish I
This intermediate-level 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: Amp Graded
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

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: A-F
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 workshopping 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/J
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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

SPAN221 Introduction to Hispanic Literatures and Advanced Practice in Spanish
Poems, plays, essays, short stories, and films 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. It includes a formal review of recurring grammatical and
rhetorical problems students have at this level in Spanish. The course is
conducted exclusively in Spanish. Besides the three hours of class sessions
with the professor, all students are required to attend a weekly one-hour
conversation section with a Colombian or Spanish TA.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

SPAN227 Writing Short Fiction in Spanish
This course will introduce students to the fundamentals of writing short fiction
in Spanish. 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: None

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 1690, Spanish and Latin American 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, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or “New Spain”) 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 Sor Juana’s cross-dressing comic virtuosi) and their spirited 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 marriage 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 poems (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, picar-esque, 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 unsparing, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL327, MDST254
Prereq: None

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: OPT  
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  

This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this we will heighten our sensitivity not only to the magical power of Lorca’s writing but to the potentially transformative power of language and literature in general.

Lorca’s writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca’s verse, plays, and high-profile initiatives intersect with his context in these terms.

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
hybridity, heterogeneity, transnationalism, and interculturality 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 Rio Grande (Rio 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 novelettes, 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
Identical With: THEA261
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

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

SPAN269 Appearing Acts: Visual Histories and Identity Construction Through Photography in Spain
In her reading of Plato’s “Allegory of the Cave,” Susan Sontag finds a close bond between photography and the world, our cave. Photography, she says, shows us a new visual code that constructs narratives that “alter and enlarge our notion of what is worth looking at,” and in doing so can influence, guide, and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and condition our knowledge of the world? In this seminar, we will reflect on how photography has conceptualized social and national identities in Spain from the 19th century to the present, asking how images create, shape, and question the cultural and social archive. Through the examination of photographs, theories, and methods, we will draw a contextualized history of photography that will help us to consider its role in the interdisciplinary construction of Spanish identity.
Latin American writers and intellectuals have long conceived of their particular 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 Nuyorican writer Tato Laviera (1970s), as well as Violeta Parra’s other Chile, César Aira’s Colón (Panamá), Fernando Vallejo’s Medellín (Colombia), and Mayra Montero’s eroticized Caribbean. In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginaries 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 drug wars, and sexual identity. 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

SPAN274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire’s control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States’ successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island “Intra-colonial” (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai’i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Edouard Glissant’s concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM274, LAST274, AMST289
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,” “negritismo,” “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 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: THEA276, 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: OPT
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
SPAN283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile

This course explores how poetry, novels, and films, produced during and after Chile's military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguier, Teresa Calderón, Malú Irriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will watch films by Patricio Guzmán, Cecilia Vicuña, and Pablo Larraín. Finally, we will read novels by Alejandro Zambra, Roberto Bolano, and Nona Fernández.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: LAST285
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: LAST284
Prereq: None

SPAN285 Asian Latino Encounters

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 Latinxs in 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 Dario, Tablada, Gómez Carrillo, Balmori, etc.). Then we will read various texts by Latin American writers who lived for some years in different parts of Asia throughout the twentieth century (e.g. Pablo Neruda in Southeast Asia, Octavio Paz in India, Araceli Tinajero in Japan, etc.). Finally, we will examine diverse works by writers/artists of Asian descent in Latin America as well as "Asian Latina/os" 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 Latin America? How does Philippine literature in Spanish produced during the US colonial period modify our conception of what is "Hispanic," "Asian," and "American"? How do Asian Latin American and Asian Latinx writers and artists represent themselves through culture?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: LAST285
Prereq: None

SPAN286 Bolívar's Interpreters: Nation Construction in the Americas

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: LAST286
Prereq: None

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
Identical With: LAST287
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 them 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, which in our times manifests itself through extractivist and other capitalist practices, and pay close attention to local modes of dwelling and the relationships among community, embodiment, 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
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, and the drug wars and the Zapatista movement. In particular, we examine the relationship between language and gender formation and explore what it means to perform feminist readings.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: LAST293
Prereq: None

SPAN294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film

This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Ainouz, Lorenzo Vigas, Rosamaria Roffiel, and Norma Mosgrovejo, among others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FGSS294, LAST294
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.
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: A-F

THEA109 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

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

THEA114 Incarcerated Stories: Documenting In/Justice
Students in "Incarcerated Stories: Documenting In/Justice" will collaborate with formerly incarcerated individuals and their families to create performances of theater and music based on interviews, trial transcripts, prison memoirs, and other texts related to mass incarceration. Students will learn how to apply their skills as writers, performers, or musicians to community service and activism as they learn about the United States' criminal justice system and its position at the heart of systemic racism in America. The class will be taught remotely and the performances generated by the students and their formerly incarcerated collaborators will be disseminated as widely as possible, with the objective of amplifying marginalized voices to raise awareness of mass incarceration's social impact and the need for carceral reform. Due to the collaborative nature of this course, and its dependence on interaction with formerly incarcerated individuals and their family members who will be visiting the class remotely via Zoom, weekly online attendance is required.
Offering: Host
Grading: OPT
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

THEA125F Performing Contemporary Playwrights (FYS)
This course will explore performance/close readings of classic and contemporary writers, specifically BIPOC artists. Plays by Migdalia Cruz, Dominique Morisseau, Luis Alfaro, Chay Yew, Sarah Ruhl, Quiara Alegria Hudes, Lynn Nottage, Lorca, the Greeks, and Shakespeare, are currently under consideration. No performance experience is required.
Offering: Host
Grading: OPT
Credits: 1.00
TheActor'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 "Fuckin 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

THEA185F Text & Visual Imagination: Introduction to Eco Design for Performance

Eco-scenography is an introduction to design for performance. In this course, students will learn the core principles of design for performance while exploring sustainability and environmental practices with an emphasis on understanding of materials, such as production cycle and manufacturing process, as well as integrating environmental justice paradigms by analyzing specific case studies. Through three specific project-based assignments—1. object design, 2. garment design, and 3. environmental design—students will train their visual imagination, as well as develop an aesthetic literacy and knowledge of performance design concepts and practice within eco-sustainable practices.

Offering: Host
THEA199 Introduction to Playwriting
This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
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: ENGL269
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

THEA204 A Nation and its Theater: Cultural and National Identity in Performance
In the wake of Black Lives Matter, the insurrection in January 2021 on our nation's capital, a global pandemic, and the Trump presidency, the very notion of what "America" is, has been, or ever was is being grappled with on a global scale. The nation is fractured in its sense of national and cultural identities and is struggling to imagine a collective future. This course examines the concept/model of a "national theater" and interrogates the cultural, historical, and political role these institutions play within their countries. It examines what role the theater can, should, or should not play within the formation, reinforcement or dismantling of national and cultural identities.

Through an examination of models such as the Teatro Nacional de Venezuela, the National Theater Company of China, the Uganda National Cultural Center, Ireland's Abbey Theater, and France's Comédie-Française, this course looks at: (1) how politics, history, and culture give rise to/craft the shape of national theater agendas; (2) the role of national theaters in building/challenging/reinforcing national and cultural identities; (3) how government agendas and public funding can affect the role that national theaters play; and (4) how the colonial legacy of a European national theater model has influenced non-Western models.

Students will engage with theoretical and non-western notions of "nation," and debate the role/responsibility of a "national theater" to provide representation and inclusive/pluralist notions of cultural identity. Students will then look at historic attempts in the United States to create national theater concepts such as the Federal Theater Project, the Living Newspaper, and the American National Theater and Academy. For their final project, students will be asked to imagine/craft a proposal for a "National Theater" for the United States.
Offering: Host
Grading: OPT
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

THEA211 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects
You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and
ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students’ own creations or others’ work that students believe should be seen by a wider audience. the first half of the semester will focus on successfully-launched theater projects. in the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. they will learn what makes arts proposals competitive, and will practice pitching to classmates and others. students will have the opportunity to revise and expand their ideas and work. students will be graded on a written portfolio and an end-of-semester pitch to the class.

offering: crosslisting
grading: opt
credits: 1.00
gen ed area: ha-thea
identical with: wrct213
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’ 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

thea216 performance curation as relational praxis
when we hear the word “curator” we might think of the iconic fictional character of bette porter—someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. in this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. we will ask: how does performance live in art institutions? how do you compensate a performer for a fleeting piece of work? how does performance help us reimagine the space of the art institution itself? does performance curation make possible new genres of performance? can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

in this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. we will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. artists and scholars to be discussed include nivald acosta, mariana valencia, justin allen, morgan bassichis, jamie shearn coan, ralph lemon, thomas lax, adrienne edwards, tourmaline, carolyn lazard, the poetry project, center for experimental lectures, wendy’s subway, adult contemporary, and more.

offering: host
grading: a-f
credits: 1.00
gen ed area: ha-thea
identical with: fgss226
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
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 Breur, 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

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American 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, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") 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 Sor Juana's cross-dressing comic virtuosi) and their spirited 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, indented 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, CHUM233
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 Rio Grande (Rio 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.

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 juzu and chuanq; 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, WLT222
Prereq: None

TheA245 Acting I
This studio course will explore the fundamentals of acting and how they are applicable to all areas of life, regardless of vocation. A wide range of exercises will be used to develop relaxation, concentration, and the imagination, and to free the body and voice of tension. Students will examine the creative process practically and theoretically, through exercises including games, improvisation, monologues, and scene work. Emphasis will be placed on building confidence, cultivating each artist’s individual voice, and approaching the work with a deep sense of curiosity, generosity, joy, and serious play.
For more information on Acting I, please visit: https://youtu.be/lKS7g1DMD58
For those who have already taken Acting 1 and wish to take it again for credit, please email Professor Oliveras directly for consideration as such.
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

This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this we will heighten our sensitivity not only to the magical power of Lorca’s writing but to the potentially transformative power of language and literature in general.

Lorca’s writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca’s verse, plays, and high-profile initiatives intersect with his context in these terms.

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 fail 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 Iatlophone 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 ITAL250 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: ITAL250  
Prereq: ITAL201

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

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: 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 we 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
Identical With: FGSS269
Prereq: None

THEA273 Blaqueer Sounds: Queer Negotiations in African American Music
The term "BlaQueer," first coined by Tabais Wilson, is an invention of the intersectionality era; an acknowledgment of the unique and multifaceted experiences/identities formed at the nexus of racial, gendered, and sexual marginalization. In creating the portmanteau Blaqueer, Wilson underscores that, for people who are both Black and queer, these identities are inseparable, immutable, and irreducible. While the term Blaqueer, and by extension the concept it represents, is fairly new, there are long histories of Black queer people navigating and negotiating identity, revolutionizing and contributing to discourses on race, class, and gender. This course offers an exploration of the Blaqueer expressions, movements, and (most importantly) people that transformed American culture through music. While this course follows a historical arc, the primary aim of this course is to engage Blaqueer musical lineages through a critical interdisciplinary academic lens; accordingly, this course incorporates gender/women's studies, African American studies, performance studies, queer studies, and musicology.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM273, MUSC273
Prereq: None

THEA276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN276, LAST276
Prereq: None

THEA279 Music Theater Workshop
This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester, 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.
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: THEA245

THEA289 Writing History
This course is an intermediate-level playwriting workshop. We will examine plays that use different dramaturgical strategies to grapple with, question, and invigorate the historical record, including Miller's The Crucible, Jacob Jenkins's An Octaroon, Miranda's Hamilton, and Shakespeare's histories. We will then write original plays that spring from, react to, and grapple with the past as it has been told and hidden from telling. In addition to numerous short exercises, students will research and write a 40-page history play.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

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 repertories, 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 readings 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

THEA303 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 passe. 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 of realism. 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.

THEA304 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

THEA306 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 passe. 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 current production and actors have revivified these concerns by comparing scenes from films of MACBETH from 1948 to the present.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL305
Prereq: None

THEA311 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course’s animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as “queer” or “trans”? What constitutes a “queer” or “trans” reading of visual culture? How might various formulations of “queer” and “trans” relate to, put pressure on, and/or resist “aesthetics”? What is the relationship between an artist’s self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences’ efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist’s “identity” (asserted and/or imposed) have to do with their art? And what does a viewer’s “identity” (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.

Offering: Crosslisting
Grading: OPT
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 and self-management, industry standards, union practices, 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: Creation of a prompt book, and templates to use while stage managing, calling a pre-produced theatrical piece, and interviewing a professional working Stage Manager.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA316 Advanced Topics in Performance Studies: Imagining Anticolonial Performance Practices
What is the relationship between decolonization and performance? How might we think of performance as a critical and creative resource for the anti-normalization of settler logics and practices, including the private ownership of land and extraction of natural resources for profit? This course will approach these questions through the lens of performance studies (an interdisciplinary field focused on the live event and in conversation with anthropology, theater studies, linguistics, critical race studies, psychoanalysis, and queer theory). Grounded in Indigenous studies, this class will use “performance” as both a practice and a lens. We will explore questions including: “What do land, sovereignty, sustainability, and subsistence-based practices have to do with performance?” “What is the colonial history of dominant performance cultures?” “Can, or should, we separate performance from the political in our understanding of theater and performance as merely an aesthetic practice?”

With a specific attention to Native North American epistemologies and practices, we will study contemporary Indigenous art and theories in order to imagine performance’s potential ability to work toward the disobedience and anti-normalization of settler colonial logics and laws. Student projects will take the shape of semester-long critical research papers. We will read theoretical works by Patrick Wolfe, Sandra Ruiz, Eve Tuck, J. Kehaulani Kauanui, Linda Tuhiwai Smith, Jolene Rickard, Jodi Byrd, and Stephanie Nohelani Teves and engage artistic works by Nicholas Galanin, Jeffery Gibson, James Luna, Vick Quezada, Emily Johnson, AKU MATU, Muriel Miguel, S.J. Norman, Joseph Pierce, and many others.

Offering: Host
Grading: OPT
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: CLST327
Prereq: None
THEA328 Breaking New Ground Residency: The Masses Are Asses Radio Play
As the inaugural recipient of the Breaking New Grounds Development Residency, WestTheater Alum Miranda Haymon ’16 will workshop and direct a radio play version of Pedro Pietri’s 1984 play “The Masses Are Asses.” As part of this course, students will have the opportunity to work with Miranda Haymon and further explore the work of Nuyorican poet Pedro Pietri. For their production team, Haymon is looking for one assistant director, two actors, one dramaturg, and one stage manager.
Offering: Host
Grading: OPT
Credits: 0.50
THEA329 Technical Practice A
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: 0.25
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
THEA333 About Clothes: Styles, Histories, Activisms, Poetics
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 eighteenth 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 examples of how the work, products, and pleasures of this multi-billion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking always about connections between style and sexuality, we will look also at ritual, political, and medical uses of clothing. Throughout, you will conduct your own experiments at the intersections among language, 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. We will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester’s theme of Ephemeralism.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM333, ENGL332, FGSS333
Prereq: None
THEA337 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 ephemeralism of theater (and the world-at-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: OPT
THEA346 Shakespeare’s Islands
How did England’s insularity and expansionist ambitions on the world’s stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities’ spring 2022 theme of “Islands as Metaphor and Method” considers how Shakespeare’s island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM337, ENGL321
Prereq: None

THEA348 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A 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 Africainist 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
THEA357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it 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 direct 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 into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student’s cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC357Z
Prereq: None

THEA359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater 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 close reading, 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.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: DANC359, ENV3539
Prereq: THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190

THEA360 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, VR, AR, and software such as After Effects and Isadora. Throughout the semester, they will use the skills learned to create their own digital performances.

THEA362 Visualizing Black Remains
This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence?

The class will also encourage students to think about the ethics of repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, abjection, violence, empathy, and repatriation?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM362, AFAM363, ANTH362, ENGL363, FGSS362
Prereq: None

THEA363 (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: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM363, COL363, FREN363, MDST363
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.
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

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

THEA376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking

Through this practical course, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussion about the practice and process of community-based art-making at the start of the course, students will apply their learning by playing integral roles in the production of the Forklift Danceworks performance project with Physical Plant and other campus staff in October. Students will learn through job shadowing and interviewing campus employees, developing and rehearsing choreographic scenarios, and supporting performing employees as part of the production team. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation—whether on a college campus, in a neighborhood, or across a city.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENVS
Identical With: ENVS376, DANC376
Prereq: None

THEA377 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?
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: Acting 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 modules that address the industry shift to on-line, including voice-over, radio plays, ZOOM-specific plays, and auditioning via ZOOM/self-tapes.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: (THEA245 AND THEA285) OR (THEA245 AND THEA309) OR (THEA245 AND THEA318) OR (THEA245 AND THEA319)

THEA385Z The Working Actor: Acting Beyond the University
Schedule: Monday through Friday; A mix of asynchronous and synchronous class time, to be determined based on student enrollment/time zones.
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 modules that address the industry shift to on-line, including voice-over, radio plays, ZOOM-specific plays, and auditioning via ZOOM/self-tapes.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA

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

THEA391 The Live Event: Politics and Practice of Creating Site-Specific Performance
In this course students will consider the role of site in performance-making. We start the semester with the assumption that there is no site that is not specific: every place carries with it a political, social, and historical identity, as well as an aesthetic and an architecture. At the same time, we as artists and makers are driven by our own values and interests. How do we enter into a collaboration with a site to create a live event with meaning and impact, both for ourselves and for our audiences? From architect Maya Lin, whose interactive Vietnam War Memorial rewrote the function of a monument to be about personal encounter and shared reckoning, to artist Paul Ramirez Jonas, whose "Key to the City" project gave thousands of people access to private spaces across New York, to "Haircuts by Kids," a project of the Canadian theater company Mammalian Diving Reflex, in which third-graders are trained to offer haircuts to adults, artists across disciplines are devising diverse answers to this question.
This class combines seminar-style discussion with studio-style making. Students will engage with scholarship by Miwon Kwon, Paul Smith, Tania Bruguera, Claire Bishop, and Shannon Jackson among others, in order to contextualize the making of our own sites live event works that explore how space, place, and architecture play into questions of narrative, performance, and community. Short written responses to reading will be turned in throughout the semester. The class culminates in either a final paper or final, sited project (individual or collaborative) on campus or in Middletown.
Offering: Host
Grading: OPT
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Grading</th>
<th>Credits</th>
<th>Gen Ed Area</th>
<th>Offering</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA399</td>
<td>Advanced Playwriting: Long Form</td>
<td>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.</td>
<td>None</td>
<td>Host</td>
<td>1.00</td>
<td>HA-THEA</td>
<td>Host</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA401</td>
<td>Individual Tutorial, Undergraduate</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA402</td>
<td>Individual Tutorial, Undergraduate</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA403</td>
<td>Department/Program Project or Essay</td>
<td>Project to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA404</td>
<td>Department/Program Project or Essay</td>
<td>Project to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA407</td>
<td>Senior Tutorial (downgraded thesis)</td>
<td>Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.</td>
<td>THEA199 or ENGL269</td>
<td>Host</td>
<td>A-F</td>
<td></td>
<td>HOST</td>
<td>A-F</td>
</tr>
<tr>
<td>THEA408</td>
<td>Senior Tutorial (downgraded thesis)</td>
<td>Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.</td>
<td>None</td>
<td>Host</td>
<td>A-F</td>
<td></td>
<td>HOST</td>
<td>A-F</td>
</tr>
<tr>
<td>THEA409</td>
<td>Senior Thesis Tutorial</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA410</td>
<td>Senior Thesis Tutorial</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA411</td>
<td>Group Tutorial, Undergraduate</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA412</td>
<td>Group Tutorial, Undergraduate</td>
<td>Topic to be arranged in consultation with the tutor.</td>
<td>None</td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA419</td>
<td>Student Forum</td>
<td>This is a student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.</td>
<td></td>
<td>Host</td>
<td>Cr/U</td>
<td></td>
<td>HOST</td>
<td>Cr/U</td>
</tr>
<tr>
<td>THEA420</td>
<td>Student Forum</td>
<td>Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.</td>
<td></td>
<td>Host</td>
<td>Cr/U</td>
<td></td>
<td>HOST</td>
<td>Cr/U</td>
</tr>
<tr>
<td>THEA427</td>
<td>Performance Practice A</td>
<td>Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.</td>
<td></td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA431</td>
<td>Performance Practice B</td>
<td>Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.</td>
<td></td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA433</td>
<td>Performance Practice C</td>
<td>Assigned advanced work done under faculty supervision in the departmental production program. Entails 120 hours of participation.</td>
<td></td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
<tr>
<td>THEA434</td>
<td>Applied Scenography: From Idea to the Stage</td>
<td>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.</td>
<td>THEA359 OR THEA383</td>
<td>Host</td>
<td>A-F</td>
<td></td>
<td>HOST</td>
<td>A-F</td>
</tr>
<tr>
<td>THEA435</td>
<td>Performance Practice in Design A</td>
<td>Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.</td>
<td></td>
<td>Host</td>
<td>OPT</td>
<td></td>
<td>HOST</td>
<td>OPT</td>
</tr>
</tbody>
</table>

Credits: 1.00
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

THEA470 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

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

UNIV401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

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
WRCT111F Writing About Culture (FYS)
In the age of social media, pithy critiques and quick reads circulate quickly. Whether on Twitter, Facebook, Instagram, or Reddit, the Internet provides a space for everyone to share their opinions on popular culture and current events. This course asks us to slow down and rewind a bit to consider what scholars in cultural studies might teach us when it comes to writing about culture. We will ask the following: What is culture? What can culture teach us about the powerful structures and ideologies that shape our worlds? How might this understanding of culture help us fashion our selves and imagine new realities and ways of being?

To address these questions, students will read theory alongside contemporary cultural criticism both for content and for style and method of analysis. In addition to reading and discussion, students will practice writing about culture through multiple lenses, discovering and developing their own writerly values in order to produce a publishable piece of cultural criticism to be submitted to a publication of their choice by the end of the semester.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
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
Identical With: ENGL113
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

WRCT115 Writing Mentoring
Have you ever wanted a personal writing collaborator? Someone who would meet with you privately to help you with your writing?

Your Writing Mentor will work with you on your particular writing concerns, whether you need help generating ideas, structuring your essay, improving sentence clarity and grammar, or managing your time. As mentors and mentees meet on a weekly basis, this program is designed for students who enjoy regular collaboration. If you participate, you will enroll in a .25 credit tutorial and have a peer assigned to meet with you throughout the semester.

We work with students of all writing abilities and in all disciplines. All services are free.

To apply for a writing mentor, contact the Ford Fellow at writingworks@wesleyan.edu.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-WRCT
Prereq: None

WRCT115F 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
Identical With: CSPL115F
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

WRCT117F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations—all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: CIST234F, GRST234F
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
**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: Host  
Grading: OPT  
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: A-F  
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

**WRCT201 Learning to Write**
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.

Offering: Host  
Grading: OPT
WRCT202 Pedagogy for Teaching English to Speakers of Other Languages

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.

This course fulfills the Pedagogy and Practicum requirements for the Education Studies major and minor.

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

WRCT211 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, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students 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, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' 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
Identical With: CSPL211
Prereq: None

WRCT213 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects

You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and judgment needed to pitch their projects to writers, producers, donors, designers, and audiences. We will examine a range of creative projects launched in New York City and smaller arts communities to answer the questions: Where did these start? What made them captivating? And who brought them to life? We will then discuss best practices for communicating future projects orally and in writing.

Ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students' own creations or others' work that students believe should be seen by a wider audience. The first half of the semester will focus on successfully-launched theater projects. In the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. They will learn what makes arts proposals competitive, and practice pitching to classmates and others. Students will have the opportunity to revise and expand their ideas and work. Students will be graded on a written portfolio and an end-of-semester pitch to the class.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: THEA211
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 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 Shadr 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
Gen Ed Area: HA-ENGL
Identical With: ENGL259
Prereq: None

WRCT228Z The Art of the Personal Essay
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer’s journal, workshop letters to classmates, three short personal essays, and a final essay whose subject and style is decided by the writer. Readings will include essays published in the past 30 years by authors such as (but not limited to) Kiese Laymon, Jesmyn Ward, Jose Antonio Vargas, Zadie Smith, and Karla Villavicencio.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-ENGL
Identical With: ENGL259Z
Prereq: None

WRCT237 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 mantel 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
Gen Ed Area: SBS-ALLB
Identical With: CSPL237
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-ALLB
Identical With: 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
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

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.
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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Identical With: CSPL250R
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.
This course is offered by 2020 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: 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, working on an individual project, and in collaboration with other students.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: CSPL319
Prereq: None

WRCT250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction

Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journos ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester’s end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: CSPL250W
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, synopsize, 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

WRCT301 Promoting Early Civic Engagement: The Middle School Debate Project

Civic participation starts early. Students begin to find their place in public life in middle school. Debate can provide students with tools and a platform for expressing their ideas in public. Through debate, students learn to critically analyze texts, see multiple perspectives, and advocate for change to the status quo. This service-learning course pairs civicly-engaged Wesleyan students with middle and high school teachers and students. Wesleyan students will design and test parliamentary debate training materials on our campus. Then, the class will help to implement the training materials at public schools in Middletown and Hartford. Our class will also mentor high school student apprentices who will help to run two interscholastic debate competitions. Wesleyan students will be assessed on their: 1. contributions to training materials, 2. preparation for mentoring and coaching sessions, 3. contributions to middle school debate competitions and campus trips, 4. reflection papers/presentations on
effectiveness in working with public school partners, and 5. contribution to the
class report: “Supporting Middle School Debate Collaborations in Connecticut.”
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
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
Multiethic 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

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: SBS-ALLB
Identical With: GOVT357Z, CSPL357Z
WRCT400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-WRCT
Identical With: EDST400
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
**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.

**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.

**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.
Chadbourne Prize • The gift of George Storrs Chadbourne, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

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.

Congress-Bundestag Youth Exchange for Young Professionals • This fellowship funded by the German Bundestag and U.S. Department of State, that annually provides 75 American and 75 German young professionals, between the ages of 18 -24, the opportunity to spend one year in each other's countries, studying, interning, and living with hosts on a cultural immersion program.

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.

Critical Language Scholarship • An intensive summer program of overseas language and cultural immersion in one of 15 languages deemed critical to U.S. national security.

Christina Crosby Award for Social Justice Feminism • Awarded each year to a FGSS major who epitomizes Christina's dedication to social justice activism and scholarship (expressed in multiple ways - through thesis or essay writing, through activism on and/or off campus etc.).

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.

**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 Goldman 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.

Leibergott-Lovell Prize • In honor of Professors Emeritus of Economics Stanley Leibergott 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.


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/Syco 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-Clarens 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 tenure 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 1886 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.

Thornrike Prize • Established by a gift of Elizabeth Moulton Thornrike in memory of her husband, Edward Lee Thornrike, 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 each year to one or more students majoring in government, East Asian studies, or the College of Social 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.

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 Global Fellowship** • Funded and administered by the Fries Center for Global Studies, this pilot one-year program supports several weeks of independent exploration in one or two countries outside the U.S. The prizes go to graduating seniors whose passion, imagination, and independence led to their being selected as university-wide nominees for the Watson Fellowship.

**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** • The Marni Goldstein White Award recognizes the best Honors Thesis written in American Studies each year.

**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.
WESLEYAN UNIVERSITY
BOARD OF TRUSTEES
2021-2022

FELICIA APPENTENG '07
LEO Y. AU '71
SOULEYMANE BA '03
ANDREA G. BARTHWELL '76
ESSEL W. BAILEY, JR. '66
ADAM C. BIRD '87, P'19, '22
PHOEBE C. BOYER '89, P'19
ANDREW M. BRANDON-GORDON '86
ERIC B. DACHS '98
JOHN B. FRANK '78, P'12
MICHAEL T. FRIES '85
ANNE S. GOLDRACH '79, P'12
SUSANNAH GRAY '82
EMILY GREENHOUSE '08
EDWARD J. HEFFERNAN '84, P'12
SARAH B. KENDALL '77, P'14
KATHERINE A. KENNEDY P'16, '20
C. ANDREW MCGADNEY '92
PRITHA JALEM MITTAL '96
CHRISTINE M. PINA '91
ROBERT A. PRUZAN '85
PHILIP J. RAUCH '71
JOHN B. RHEA '87
RASHIDA AMINA RICHARDSON '08
MICHELE A. ROBERTS '77
LAURA DAVIDSON ROSS '93
MICHAEL S. ROTH '78
JOHN M. SHAPIRO '74
JOEL TILLINGHAST '80
ADAM USDAN '83
ANDREW E. VOGEL '95

ELLEN E. WEST P'19, '22
LUKE WOOD '91
JOHN YANG '80
DONNA S. ZILKHA P'10, '10, '16

OFFICERS OF THE BOARD

JOHN B. FRANK '78, P'12
Chair
ANNE S. GOLDRACH '79, P'12
Senior Vice Chair
EDWARD J. HEFFERNAN '84, P'12
Vice Chair
ROBERT A. PRUZAN '85
Vice Chair
ESSEL W. BAILEY JR. '66
Secretary
WESLEYAN UNIVERSITY
ADMINISTRATION
2021-2022

MICHAEL S. ROTH ’78
President and University Professor

DAVID J. BAIRD
Vice President for Information Technology and Chief Information Officer

AMIN ABDUL-MALIK GONZALEZ ’96
Vice President and Dean of Admission and Financial Aid

ANNE MARTIN
Chief Investment Officer

ANDREA PATALANO
Chair of the Faculty; Professor of Psychology; and Professor, Neuroscience and Behavior

NICOLE LYNN STANTON
Provost and Senior Vice President for Academic Affairs; Professor of Dance; Professor, African American Studies; and Professor, Environmental Studies

ANDREW Y. TANAKA ’00
Senior Vice President, Chief Administrative Officer and Treasurer

MICHAEL J. WHALEY
Vice President for Student Affairs

ALISON WILLIAMS ’81
Vice President for Equity & Inclusion/Title IX Officer

FRANTZ WILLIAMS JR. ’99
Vice President for Advancement

DAVID STUART WINAKOR
General Counsel and Secretary of the University

RENELL WYNN
Vice President of Communications
THE FACULTY

A

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

Gloster B. Aaron
BA, Oberlin College; PHD, University of Pennsylvania
Associate Professor of Biology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

Henry Abelow
AB, Harvard University; PHD, Yale University
Willbur Fisk Osborne Professor of English, Emeritus

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

David B. Adams
AB, Columbia University; PHD, Yale University
Professor of Psychology, Emeritus

Ilesanmi Adeboye
PHD, University of Michigan
Associate Professor of Mathematics

Suara A. Adediran
Visiting Professor of Chemistry

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

Abraham C. Adzenyah
BA, Goddard College; MA, Wesleyan University
Adjunct Professor of Music, Emeritus

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

Pheeroan Aklaff
Drum Instructor

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

Jane Alden
BMU, Manchester University; MMU, King’s College; PHD, University of North Carolina at Chapel Hill
Professor of Music; Professor, Medieval Studies

Pedro Alejandro
BS, Cornell University; MFA, Ohio State University
Associate Professor of Dance

Irina Aleshkovsky
MA, Vilnius State University
Adjunct Professor of Russian Language Literature, Emerita

Cori Anderson
BS, Wheaton College; PHD, Dartmouth College
Assistant Professor of the Practice in Molecular Biology and Biochemistry

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

Francesco Marco Aresu
MA, Indiana University Bloomington; MA, Stanford University; PHD, Harvard University
Assistant Professor of Italian; Italian Section Head; Assistant Professor, Medieval Studies

Michael Armstrong Roche
BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Annemarie Arnold
Adjunct Professor of German Studies, Emerita

Herbert A. Arnold
MAA, Wesleyan University; PHD, University of Wurzburg
Professor of German and Letters, Emeritus

Robyn Kimberley Autry
BS, University of Colorado Boulder; MS, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Associate Professor of Sociology

B

Sally Bachner
BA, Reed College; MA, Princeton University; PHD, Princeton University
Associate Professor of English

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

Aileen Baek
BA, Yonsei University; MA, Yonsei University; PHD, Yonsei University
Visiting Scholar in Philosophy

Noah Baerman
BM, Rutgers U School Arts; MM, Rutgers U School Arts
Director, Jazz Ensemble; Vis Adj Prof in Lib Studies

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

**Ralph F. Baierlein**
BA, Harvard University; MAA, Wesleyan University; PHD, Princeton University
Charlotte Ayres Professor of Physics, Emeritus

**A. George Bajalia**
BA, Northwestern University; MA, Columbia University; MPHIL, Columbia University
Assistant Professor of Anthropology

**B. Balasubrahmaniyan**
BA, University of Madras; MA, University of Madras; MPHIL, University of Madras; PHD, University of Madras
Adjunct Associate Professor of Music

**Charles Baraw**
BA, University of Vermont; MA, Middlebury College; MA, Yale University; MPHIL, Yale University
Visiting Associate Professor in Liberal Studies

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

**Rachael Barlow**
MA, Indiana University Bloomington; PHD, Indiana University Bloomington
Adjunct Assistant Professor of Academic Writing; Associate Director for Assessment

**Joslyn Barnhart Trager**
BA, Reed College; MA, Claremont McKenna; PHD, University of California, Los Angeles
Associate Professor of Government

**Hilary C. Barth**
BA, Bryn Mawr College; PHD, Massachusetts Institute of Technology
Professor of Psychology

**Jeanine D. Basinger**
BS, South Dakota St University; MS, South Dakota St University
Corwin-Fuller Professor of Film Studies, Emerita

**Robert Baumgartner**
BM, The Catholic University of America; MFA, New York University
Visiting Artist-in-Residence in Theater

**Patricia L. Beaman**
BFA, University of Michigan; MA, New York University
Artist-in-Residence, Dance

**Marion Belanger**
Visiting Assistant Professor in Liberal Studies

**Chris Bell**
BA, Brown University; MA, University of West Georgia; PHD, University of West Georgia
David Scott Williams Visiting Assistant Professor of Psychology

**Garrett Bennett**
Bassoon and Saxophone Instructor

**John R. Bergeron**
Recording Studio Production Instructor

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

**Pedro Bermudez**
MFA, American Film Institute
Assistant Professor of the Practice in Video and Audio Production

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

**Rachel Besharat Mann**
BSE, St Johns University; MS, Fordham University; PHD, Fordham University
Visiting Assistant Professor of Education Studies

**Jonathan W. Best**
BA, Earlham College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of Art History, Emeritus

**David L. Beveridge**
BA, College of Wooster; MAA, Wesleyan University; PHD, University of Cincinnati
Joshua Boger University Professor of the Sciences and Mathematics, Emeritus; Professor, Integrative Sciences, Emeritus; Co-coordinator, Molecular Biophysics

**John E Biatowas**
BA, Colgate University; MA, University of Connecticut
Director, Chamber Music Ensemble

**John S. Biddiscombe**
BS, Springfield College Ma; MED, Slippery Rock University
Adjunct Professor of Physical Education, Emeritus

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

**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

**Drew Black**
BS, Syracuse University; MA, Kent State University
Adjunct Professor of Physical Education; Head Coach of Wrestling/Strength and Fitness Coach

**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

**Reinhold Blümel**
PHD, Technical University Munich
Charlotte Augusta Ayres Professor of Physics; Professor of Physics; Co-coordinator, Informatics and Modeling

**Elizabeth A. Bobrick**
BA, Marlboro College; MA, Johns Hopkins University; PHD, Johns Hopkins University
Writing Consultant; Visiting Scholar in Classical Studies; Visiting Assistant Professor in Liberal Studies

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

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

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

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

Esam Boraey
MA, Cairo University
Visiting Instructor of Public Policy; Vis Adj Prof in Lib Studies

Iris Bork-Goldfield
MA, Ludwig Maximilians University; PHD, Ludwig Maximilians University
Adjunct Professor of German Studies

Karl David Boulware
BBA, Baruch College; MA, Duke University; PHD, University Of Alabama
Assistant Professor of Economics

Richard W. Boyd
BA, University of Texas Austin; MAA, Wesleyan University; PHD, Indiana University Bloomington
Professor of Government, Emeritus

Eugene Bozzi
Percussion/Drum Instructor

Anthony Delano Braxton
John Spencer Camp Professor of Music, Emeritus

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

Nathan Brody
BA, University Of New Hampshire; MA, University of Michigan; MAA, Wesleyan University; PHD, University of Michigan
Professor of Psychology, Emeritus

Judith C. Brown
BA, University of California, Berkeley; MA, University of California, Berkeley; PHD, Johns Hopkins University
Professor of History, Emerita

Nancy Brown
Classical Trumpet Instructor

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

Gillian Brunet
BA, Smith College; PHD, University of California, Berkeley
Assistant Professor of Economics

Joseph W. Bruno
BA, Augsburg College; MAA, Wesleyan University; PHD, Northwestern University
Professor of Chemistry, Emeritus

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

Justin Bryant
BA, Seattle University
Graduate Student, MATH-PHGD; Visiting Instructor in Mathematics

Richard V. Buel
BA, Amherst College; MA, Harvard University; PHD, Harvard University
Professor of History, Emeritus

Carycruz M Bueno
BA, Mount Holyoke College; PHD, Georgia St University
Assistant Professor of Economics

Anita Campbell Burke
AB, New York University; MA, Harvard University; PHD, Harvard University
Professor of Biology

Katherine Denise Burnett
CPE Instructor

Alton Clair Byers
Menakka and Essel Bailey '66 Distinguished Visiting Scholar in the College of the Environment

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

Michael A. Calter
BS, University of Vermont; PHD, Harvard University
Professor of Chemistry; Professor, Integrative Sciences

Ron Cameron
BA, Western Kentucky Uni; MAA, Wesleyan University; PHD, Harvard University
Professor of Religion

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

Philip D. Carney
BA, Trinity College
Adjunct Professor of Physical Education; Head Coach of Men’s Crew

Sarah Kristin Carney
BA, Connecticut College; MA, Wesleyan University; PHD, CUNY The Graduate Center
Associate Professor of the Practice in Psychology

John F. Carr  
BA, St. Michaels College; MAA, Wesleyan University; MFA, The Catholic University of America  
Professor of Theater, Emeritus

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

Benjamin Chaffee  
Associate Director of Visual Arts; Adjunct Instructor in Art

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

Wai Kiu Chan  
BS, University of Hong Kong; MPHIL, University of Hong Kong; PhD, The Ohio State University  
Professor of Mathematics

Douglas K. Charles  
BA, University of Chicago; MA, Northwestern University; PHD, Northwestern University  
Professor of Anthropology, Emeritus

Eric Charry  
BMU, New England Conservatory of Mu; MFA, Princeton University; MMU, New England Conservatory of Mu; PhD, Princeton University  
Professor of Music

Christopher James Chenier  
BA, Bard College; MA, University of Delaware  
Assistant Professor of the Practice in Integrative Sciences and IDEAS; Adjunct Assistant Professor, Integrative Sciences; Adjunct Assistant Professor of Art

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; Director, College of the Environment; Professor, Environmental Studies

Tesia Childs  
BA, Lees Mcrae College  
Visiting Instructor of Theater

Garen Chiloyan  
Visiting Assistant Professor of Mathematics

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

Alice Chriess  
BM, Oberlin College; MM, Oberlin College  
Artist-in-Residence, Music; University Organist

Mary Ann Clawson  
BA, Carleton College; MA, SUNY at Stony Brook; PhD, SUNY at Stony Brook  
Professor of Sociology, Emerita

Fiona Coffey  
Associate Director for Programming and Performing Arts; Adjunct Assistant Professor of Theater

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

Lisa Cohen  
BA, Brown University; MPHIL, Yale University; PHD, Yale University  
Associate Professor of English; Associate Professor, Feminist, Gender, and Sexuality Studies

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

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

Demetrius James Colvin  
Adjunct Instructor of Education Studies; Faculty teaching in Liberal Studies; Director, Resource Center

Robert T. Conn  
BA, Dartmouth College; PHD, Princeton University  
Professor of Spanish; Chair, Romance Languages and Literatures; Professor, Latin American Studies

John Anthony Connor  
MA, Manchester University; MAA, Wesleyan University  
Professor of English, Emeritus

David Constantine  
BS, Eastern Nazarene College; PHD, University of Michigan  
Associate Professor of Mathematics

Stephen Anthony Cooke  
Visiting Scholar in Chemistry

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

Lou Cornum  
BA, Columbia University; MA, University British Columbia; PHD, CUNY The Graduate Center  
Andrew W. Mellon Postdoctoral Fellow in Native American Studies

Carla Coste Sanchez  
BS, University Of Puerto Rico; PHD, University of North Carolina at Chapel Hill  
Visiting Assistant Professor of Chemistry

Ethan M. Coven  
BA, University of Rochester; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Professor of Mathematics, 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

Andrew S. Curran
BA, Hamilton College; MA, New York University; PHD, New York University
William Armstrong Professor of the Humanities; Professor of French

Walter Jr. Curry
BA, Iowa State University
Adjunct Associate Professor of Physical Education; Head Coach of Track Field (Men’s Women’s)

Jonathan Cutler
BA, Tufts University; MA, Union Theological Seminary; PHD, CUNY The Graduate Center
Associate Professor of Sociology

Jennifer D’Andrea
Director of Counseling and Psychological Services; Visiting Assistant Professor in Liberal Studies

Nathan Dame
BA, Weber State University
Visiting Artist-in-Residence in Theater

Logan M. Dancey
BA, University Puget Sound; PHD, Univ. of Minnesota Twin Cities
Associate Professor of Government

John Wesley Dankwa
BA, University of Cape Coast; MA, University of Cape Coast; PHD, Wesleyan University
Assistant Professor of Music

Norman Danner
BA, University of California, Berkeley; PHD, Indiana University Bloomington
Associate Professor of Computer Science; Vice-Chair, Mathematics and Computer Science

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

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

Don Thomas Deere
BA, Cornell University; MA, DePaul University; PHD, DePaul University
Visiting Assistant Professor of Philosophy

Stephen H. Devoto
BA, Haverford College; PHD, Rockefeller University

Professor of Biology; Professor, Neuroscience and Behavior

Carolina Diaz
Visiting Assistant Professor of Spanish

Daniel A DiCenzo
BA, Williams College
Adjunct Professor of Physical Education; Head Coach of Football

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

Kim Diver
BA, Carthage College; MA, Syracuse University; PHD, Syracuse University
Associate Professor of the Practice in Earth and Environmental Sciences

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

Lisa A. Dombrowski
BA, Wesleyan University; MA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison
Professor of East Asian Studies; Professor, Film Studies

J. James Donady
BS, SUNY at Stony Brook; PHD, University of Iowa
Professor of Biology, Emeritus

Patrick Dowdey
BA, University of Pennsylvania; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
Visiting Scholar in East Asian Studies

Royette Tavernier Dubar
MS, Brock University; PHD, Brock University
Assistant Professor of Psychology

Ann duCille
BA, Bridgewater State College; MA, Brown University; MA, Brown University; PHD, Brown University
Professor of English, Emerita

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

Stephanie E. Dunson
Visiting Assistant Professor in Liberal Studies

Alex Dupuy
BA, University of Connecticut; MA, Brandeis University; MAA, Wesleyan University; PHD, SUNY at Binghamton
John E. Andrus Professor of Sociology, Emeritus

Cem Duruoz
Guitar Instructor
Ronald Ebrecht  
BM, Southern Methodist University; MM, Yale University  
University Organist, Emeritus

Peter Craig Edwards  
Traditional Fiddle Styles Instructor

Sierra Eisen  
BA, University of California, Berkeley; MA, University of Virginia; PHD, University of Virginia  
Postdoctoral Fellow in Psychology

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 Elkins  
Visiting Associate Professor of Dance

Benjamin Ross Elling  
BA, Cornell University; PHD, Stanford University  
Assistant Professor of Chemistry

Perry C. Elliot  
Violin Instructor

Fred M. Ellis  
BA, University of Massachusetts Amherst; MAA, Wesleyan University; PHD, University of Massachusetts Amherst  
Professor of Physics; Chair, Physics

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

Richard H. Elphick  
BA, University of Toronto; MA, University of California, Los Angeles; PHD, Yale University  
Professor of History, Emeritus; Professor of History, Emeritus

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

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

Candice M Eton  
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

Demetrius L. Eudell  
BA, Dartmouth College; PHD, Stanford University  
Dean of the Social Sciences; Professor of History; Faculty Director, Mellon Mays Undergraduate Fellowship

Youssef Ezzyat  
BSE, Princeton University; PHD, New York University  
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior

Brian C. Fay  
BA, Loyola Marymount University; DPHIL, Oxford University; MA, Oxford University; MAA, Wesleyan University  
William Griffin Professor of Philosophy, Emeritus

H.M FazaleHaq  
BA, University Of New Mexico; PHD, University Of New Mexico  
Assistant Professor of the Practice in Hindi/Urdu

Yaniv Feller  
BA, Hebrew University; MA, Hebrew University; PHD, University of Toronto  
Jeremy Zwelling Assistant Professor of Jewish Studies; Assistant Professor of Religion

Adam Fieldsteel  
BA, Brown University; MAA, Wesleyan University; PHD, University of California, Berkeley  
Professor of Mathematics

John E. Finn  
BA, Nasson College; JD, Georgetown University; PHD, Princeton University  
Professor of Government, Emeritus

Sue C. Fisher  
BA, California State Univ - Northr; MA, University of California, San Diego; MAA, Wesleyan University; PHD, University of California, San Diego  
Professor of Sociology, Emerita

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

Octavio Flores-Cuadra  
BA, Universidad Americas; MA, Universidad Americas; PHD, University of Pittsburgh  
Adjunct Professor of Spanish; Spanish Section Head

Douglas C. Foyle  
AB, Stanford University; MA, Duke University; PHD, Duke University  
Associate Professor of Government; Chair, Government; Tutor, College of Social Studies

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

Michael A Fried  
BA, Brown University  
Adjunct Professor of Physical Education; Head Coach of Tennis (Men’s Women’s)
BA, Harvard University; PHD, Yale University  
Associate Professor of English

**Michael J. Frisch**  
Research Professor in Chemistry

**Richard John Friswell**  
Associate Director of the Wesleyan Institute for Lifelong Learning

**Albert J. Fry**  
BS, University of Michigan; MAA, Wesleyan University; PHD, University of Wisconsin at Madison  
E. B. Nye Professor of Chemistry, Emeritus

**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

**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

**Leslie Gabel-Brett**  
BA, Wesleyan University; PHD, City College  
Adjunct Assistant Professor of Public Policy

**Amity Gaige**  
BA, Brown University; MFA, University of Iowa  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

**Priscilla E. Gale**  
Voice Instructor

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

**Daniella Gandolfo**  
BA, Pontificia Universidad Catolica del Peru; MA, University of Texas Austin; PHD, Columbia University  
Associate Professor of Anthropology; Chair, Anthropology; Co-Coordinator, Urban Studies

**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

**Noel R Garrett**  
Visiting Assistant Professor in Liberal Studies

**Courtney Gaston**  
BA, Centenary College La; MFA, University of Iowa  
Assistant Professor of the Practice in Theater

**Giacomo Gates**  
Jazz Vocal Instructor

**Dominic James Gibson**  
Visiting Assistant Professor in Liberal Studies

**Jeffrey Joseph Gilarde**  
MALS, Wesleyan University  
Director of Scientific Imaging; Head Coach of Golf

**C. Stewart Gillmor**  
BS, Stanford University; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
Professor of History and Science, Emeritus

**Martha S. Gilmore**  
BA, Franklin & Marshall College; MSC, Brown University; PHD, Brown University  
George I. Seney Professor of Geology; Professor of Earth and Environmental Sciences; Co-Coordinator, Planetary Science

**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

**Greg Goldberg**  
BA, New York University; PHD, CUNY The Graduate Center  
Associate Professor of Sociology; Chair, Sociology

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

**Bernardo Antonio Gonzalez**  
BA, University of California, Berkeley; MA, University of California, Berkeley; MAA, Wesleyan University; PHD, University of California, Berkeley  
Professor of Spanish

**Maryam Gooyabadi**  
BA, Baruch College; BS, University of Colorado Boulder; MA, University of California, Irvine  
Assistant Professor of the Practice in Quantitative Analysis

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

**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

**Laura B. Grabel**  
BA, Brandeis University; MAA, Wesleyan University; PHD, University of California, San Diego  
Professor of Biology, Emerita

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

**Roger Mathew Grant**  
BM, Ithaca College; PHD, University of Pennsylvania
Dean of the Arts and Humanities; Associate Professor of Music

Vera K.B. Grant
CER, University of Freiburg
Adjunct Professor of German Studies, Emerita

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

Preston Green
BA, University of Virginia; EDD, Columbia University Teachers; JD, Columbia University
Visiting Scholar in Education Studies

Anne F. Greene
BA, Radcliffe College; MA, Brandeis University
University Professor of English; Coordinator, Writing Certificate

Nathanael Greene
BA, Brown University; MA, Harvard University; MAA, Wesleyan University; PhD, Harvard University
Professor of History

James P. Greenwood
BS, SUNY at Binghamton; MS, Brown University; PhD, Brown University
Associate Professor of Earth and Environmental Sciences

Amy Grillo
AB, Brown University; EDD, Harvard University; EDM, Harvard University
Associate Professor of the Practice in Education Studies

Erik Grimmer-Solem
BA, Brigham Young University; DPhil, Oxford University; MPhil, Cambridge University; MSC, London School of Economics and Political Science
Ezra and Cecile Zilkha Professor in the College of Social Studies; Professor of History; Tutor, College of Social Studies; Professor, German Studies

Richard S. Grossman
AB, Harvard University; MA, Harvard University; MSC, London School of Economics and Political Science; PhD, Harvard University
Professor of Economics

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

Meera Gudipati
Flute Instructor

James T. Gutmann
BA, Amherst College; MAA, Wesleyan University; PhD, Stanford University
Professor of Earth and Environmental Sciences, Emeritus

Benjamin Haber
BA, New College of Florida; MPhil, CUNY The Graduate Center; PhD, CUNY The Graduate Center
Visiting Assistant Professor of Sociology

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

Anthony W. Hager
BS, Pennsylvania State University; PhD, Pennsylvania State University
Professor of Mathematics, Emeritus

Hrissi Haldezos
Associate Director of Student Accounts; Adjunct Instructor in Modern Greek

Carolyn F. Halsted
Piano Instructor

Geoffrey Hammerson
Visiting Assistant Professor in Liberal Studies

I. Harjito
MA, Akademi Seni Karavitan
University Professor of Music

Ilana Yacine Harris-Babou
BA, Yale University; MFA, Columbia University
Luther Gregg Sullivan Fellow in Art

Miyuki Hatano-Cohen
BA, Tohoku Gakuin University
Assistant Professor of the Practice in 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

Rachel Heng
BA, Columbia University; MFA, University of Texas Austin
Assistant Professor of English

Elizabeth (Beth) 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

William Herbst
BA, Princeton University; MAA, Wesleyan University; MSC, University of Toronto; PhD, University of Toronto
John Monroe Van Vleck Professor of Astronomy, Emeritus

April Monique Hickman
AA, Casper College; MFA, Yale University
Assistant Professor of the Practice in Theater
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

Cameron Donnay Hill
BA, Yale University; PHD, University of California, Berkeley
Associate Professor of Mathematics; Associate Professor, Integrative Sciences

Patricia R. Hill
BA, College of Wooster; PHD, Harvard University
Professor of American Studies, Emerita

Manju Hingorani
BS, University of Bombay; PHD, Ohio State University
Distinguished Research Professor in Molecular Biology and Biochemistry

Christiaan Hogendorn
BA, Swarthmore College; PHD, University of Pennsylvania
Professor of Economics

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

Oliver W. Holmes
BA, City College; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago
Professor of History

Scott G. Holmes
BS, College of William and Mary; PHD, University of Virginia
Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

Abigail S. Hornstein
AB, Bryn Mawr College; MPHIL, New York University; PHD, New York University
Woodhouse/Sysco Professor of Economics; Professor of Economics

Steven W. Horst
BA, Boston University; PHD, University of Notre Dame
Professor of Philosophy; Chair, Philosophy; Professor, Science in Society; Coordinator, Christianity Studies

Mark A. Hovey
BS, Ohio State University; PHD, Massachusetts Institute of Technology
Associate Provost for Budget and Personnel; Professor of Mathematics; Professor, Integrative Sciences

Robert J. Hoyle
French Horn Instructor

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

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

Gertrude Reif Hughes
BA, Mount Holyoke College; MAA, Wesleyan University; MAT, Wesleyan University; PHD, Yale University
Professor of English, Emerita

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

John Hulsey
AB, Harvard University; MA, Universite Paris III; MFA, University of California, Los Angeles
Visiting Fellow in Art and Public Life

Lutz Hüwel
PHD, University of Gottingen
Professor of Physics

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

Anthony A. Infante
BA, Temple University; MAA, Wesleyan University; PHD, University of Pennsylvania
Professor of Molecular Biology and Biochemistry, Emeritus

Tushar Irani
BA, Colgate University; PHD, Northwestern University
Associate Professor of Philosophy; Associate Professor of Letters; Chair, College of Letters

Maho Amy Ishiguro
BA, Keio University; PHD, Rutgers University
Visiting Assistant Professor of Dance

Ryuichiro Izumi
BA, Colgate University; MA, Wesleyan University; PHD, Wesleyan University
Professor of Economics

Albert Terry Jackson
BS, Springfield College Ma; MED, Springfield College Ma
Adjunct Professor of Physical Education, Emeritus

Elizabeth Anne Jackson
BA, Rutgers University; MA, University of Texas Austin; PHD, University of Texas Austin
Adjunct Associate Professor of Portuguese

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

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

Ronald S. Jenkins
BA, Haverford College; EDD, Harvard University
Professor of Theater; Chair, Theater
Carlos Alberto Jimenez Hoyos  
MA, Rice University; PHD, Rice University  
Assistant Professor of Chemistry

Khalil Anthony Johnson  
BA, University of Georgia Athens; MPHIL, Yale University; PHD, Yale University  
Assistant Professor of African American Studies

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

William D. Johnston  
BA, Elmhira 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

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

Robert Ira Kabacoff  
BA, University of Connecticut; PHD, University of Missouri, St. Louis  
Professor of the Practice in Quantitative Analysis

Emmanuel I. Kaparakis  
Director, Center of Quantitative Analysis; Adjunct Assistant Professor of Quantitative Analysis; Director of Centers for Advanced Computing

Natasha Karageorgos  
MA, Tomsk State University; PHD, CUNY The Graduate Center  
Assistant Professor of the Practice in Russian, East European, and Eurasian Studies

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

Dalit Katz  
BA, Hebrew University; MA, Hebrew University  
Adjunct Professor of Religion; Director, Center for Jewish Studies

Marilyn A. Katz  
BS, Columbia University; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Professor of Classical Studies, Emerita

J. Kehaulani Kauanui  
BA, University of California, Berkeley; PHD, University Calif Santa Crz  
Professor of American Studies; Professor, Anthropology

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

Michael S. Keane  
BA, University of Texas Austin; MS, University of Gottingen; PHD, University of Erlangen-Nummer  
Professor of Mathematics, Emeritus

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

R. Lincoln Keiser  
BA, Lawrence University; MA, Northwestern University; MAA, Wesleyan University; PHD, University of Rochester  
Professor of Anthropology, Emeritus

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)

Scott M. Kessel  
BA, Wesleyan University; MALS, Wesleyan University  
Visiting Assistant Professor of Art; Drum Instructor

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; Associate Professor, Latin American Studies

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

Adam Yoon Jae Kim  
BS, University of Wisconsin at Madison; MA, The University of Minnesota, Twin Cities; PHD, The University of Minnesota, Twin Cities  
Visiting Assistant Professor of Psychology

Jin Hi Kim  
BA, Seoul National University; MFA, Mills College  
Adjunct Assistant Professor, East Asian Studies

Kyungmi Kim  
MA, Yonsei University; MPHIL, Yale University; MS, Yale University; PHD, Yale University  
Assistant Professor of Psychology

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

Patricia Klecha-Porter  
BS, Ithaca College; MS, Springfield College Ma  
Adjunct Professor of Physical Education, Emerita

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; Chair, History; Editor-in-Chief, History and Theory

Joseph L. Knee
BA, SUNY at Binghamton; PHD, SUNY at Stony Brook
Beach Professor of Chemistry; Professor of Chemistry

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

Sarah M Kopac
BS, Fairfield University; PHD, Wesleyan University
Visiting Assistant Professor in Liberal Studies

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

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

Hari Krishnan
BA, University of Manitoba; MFA, York University; PHD, Texas Womans University
Professor of Dance; Chair, Dance; Professor, Feminist, Gender, and Sexuality 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

Alex Kruckman
PHD, University of California, Berkeley; SB, Brown University
Assistant Professor of Mathematics

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

David J. Kuenzel
DIP, University of Tubingen; MA, University of Washington; PHD, University of Washington
Associate Professor of Economics

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

Ronald J. Kuivila
BA, Wesleyan University; MFA, Mills College
Professor of Music; Director, Electronic Music and Recording Studios

Matthew M. Kurtz
BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Professor, Neuroscience and Behavior

Basak Kus
BA, Bogazici University; MA, SUNY at Stony Brook; PHD, University of California, Berkeley
Associate Professor of Government; Co-Chair, College of Social Studies

Sarah M Kopac
BS, Fairfield University; PHD, Wesleyan University
Visiting Assistant Professor in Liberal Studies

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

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

Hari Krishnan
BA, University of Manitoba; MFA, York University; PHD, Texas Womans University
Professor of Dance; Chair, Dance; Professor, Feminist, Gender, and Sexuality 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

Alex Kruckman
PHD, University of California, Berkeley; SB, Brown University
Assistant Professor of Mathematics

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

David J. Kuenzel
DIP, University of Tubingen; MA, University of Washington; PHD, University of Washington
Associate Professor of Economics

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

Ronald J. Kuivila
BA, Wesleyan University; MFA, Mills College
Professor of Music; Director, Electronic Music and Recording Studios

Matthew M. Kurtz
BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Professor, Neuroscience and Behavior

Basak Kus
BA, Bogazici University; MA, SUNY at Stony Brook; PHD, University of California, Berkeley
Associate Professor of Government; Co-Chair, College of Social Studies

Sarah M Kopac
BS, Fairfield University; PHD, Wesleyan University
Visiting Assistant Professor in Liberal Studies

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

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

Hari Krishnan
BA, University of Manitoba; MFA, York University; PHD, Texas Womans University
Professor of Dance; Chair, Dance; Professor, Feminist, Gender, and Sexuality 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

Alex Kruckman
PHD, University of California, Berkeley; SB, Brown University
Assistant Professor of Mathematics

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

David J. Kuenzel
DIP, University of Tubingen; MA, University of Washington; PHD, University of Washington
Associate Professor of Economics

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

Ronald J. Kuivila
BA, Wesleyan University; MFA, Mills College
Professor of Music; Director, Electronic Music and Recording Studios

Matthew M. Kurtz
BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Professor, Neuroscience and Behavior

Basak Kus
BA, Bogazici University; MA, SUNY at Stony Brook; PHD, University of California, Berkeley
Associate Professor of Government; Co-Chair, College of Social Studies
Associate Professor of French; Associate Professor of Letters; Coordinator, Muslim Studies

**Kia Nikole Levey-Burden**  
BA, Central Connecticut State University; MSW, University of Connecticut  
CPE Instructor

**Ariel Victoria Levy**  
BA, Wesleyan University  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

**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

**Richard W. Lindquist**  
BS, Worcester Poly Institute; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
Professor of Physics, Emeritus

**Ken Lipenga**  
Visiting Scholar in Music

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

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

**Roseann Liu**  
BS, New York University; EDM, Columbia University Teachers; PHD, University of Pennsylvania  
Assistant Professor of Education Studies

**Lisa Alana Locascio**  
BA, New York University; MA, University Southern Calif; MFA, New York University; PHD, University Southern Calif  
Visiting Adjunct Professor in Liberal Studies

**Tony Lombardozi**  
Jazz/Blues Guitar Instructor

**Donald E. Long**  
BS, Springfield College Ma  
Adjunct Professor of Physical Education, Emeritus

**Jerome H. Long**  
BD, University of Chicago; MA, University of Chicago; PHD, University of Chicago  
Associate Professor of Religion, Emeritus

**Marc Robert Longenecker**  
BA, Wesleyan University; MA, Wesleyan University  
Assistant Professor of the Practice in Film Studies

**Valeria López Fadul**  
BA, Yale University; MA, Princeton University; PHD, Princeton University  
Assistant Professor of History; Assistant Professor, Latin American Studies

**Susan F. Lourie**  
BA, Temple University; MAL, Wesleyan University  
Adjunct Professor of Dance, Emerita

**Rachel D. Lowe**  
Visiting Scholar in Chemistry

**Joyce O. Lowrie**  
BA, Baylor University; MAA, Wesleyan University; PHD, Yale University  
Professor of Romance Languages and Literatures, Emerita

**Chia-Yu Joy Lu**  
BFA, National Taiwan Normal Univers; MA, University of Sheffield  
Director, Chinese Music Ensemble

**Alvin A. Lucier**  
BA, Yale University; MAA, Wesleyan University; MFA, Brandeis University  
John Spencer Camp Professor of Music, Emeritus

**Sandra Karen Luckow**  
BA, Yale University; MFA, New York University  
Visiting Assistant Professor in Liberal Studies

**Antonio J. Machado Allison**  
MS, Central University of Venezuela; PHD, George Washington University  
University Professor in the College of the Environment

**Randall M. MacLowry**  
BA, Wesleyan University  
Assistant Professor of the Practice in Film Studies and Co-Director of the Wesleyan Documentary Project

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

**Urpi Sri Maeny**  
DIPL, Indonesian Conservatory of Mus  
Retired Artist-in-Residence, Dance

**Clark Maines**  
BA, Bucknell University; MA, Pennsylvania State University; MAA, Wesleyan University; PHD, Pennsylvania State University  
Professor of Art History, Emeritus

**Victoria Ursula Manfredi**  
BA, Smith College; MS, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Assistant Professor of Computer Science

**Alyx Mark**  
BA, Southern Illinois Univer; MA, George Washington University; PHD, George Washington University  
Assistant Professor of Government

**Peter A. Mark**  
BA, Harvard University; MA, Syracuse University; MAA, Wesleyan University; PHD, Yale University  
Professor of Art History, Emeritus

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

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

Bruce A. Masters
BS, Georgetown University; MAA, Wesleyan University; PhD, University of Chicago
John E. Andrus Professor of History, Emeritus

Ioana Emy Matesan
MA, Arizona State University; PhD, Syracuse University
Associate Professor of Government; Tutor, College of Social Studies

Paula Matthusen
BM, University of Wisconsin at Madison; MA, New York University; PhD, New York University
Professor of Music

Alexis May
BA, Wesleyan University; MA, University British Columbia; PhD, University British Columbia
Assistant Professor of Psychology; Assistant Professor, Integrative Sciences

Leo Mayo
BS, Central Connecticut State University; MED, American Intl College
Adjunct Associate Professor of Physical Education; Head Coach of Cross Country

Robin Mazzola
BFA, Paier College Of Art
Costume Shop Manager; Adjunct Assistant Professor of Theater

Michael A. McAlear
BS, McGill University; PhD, McGill University
Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

Elizabeth McAllister
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

Sean McCann
BA, Georgetown University; PhD, CUNY The Graduate Center
Kenan Professor of the Humanities; Professor of English

Rosa Griswold McElheny
BA, Wesleyan University; MFA, Yale University
Visiting Instructor in Art History

James W. McGuire
BA, Swarthmore College; MA, University of California, Berkeley; PhD, University of California, Berkeley
Professor of Government; Professor, Latin American Studies

Jodi McKenna
BA, Brown University; MED, St. Lawrence University
Adjunct Professor of Physical Education; Head Coach of Women’s Ice Hockey

Rashida Z. Shaw McMahon
BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Associate Professor of English; Associate Professor, African American Studies; Associate Professor, Theater

Marvin Nizer McNeill
Graduate Student, ETHN-PHD; Visiting Instructor in Music

Chelsie McPhilimy
BA, University of Wisconsin at Madison; MFA, Ohio State University
Technical Director, Dance Department

Michael Meer
BA, Northwestern University; MA, University of Virginia; MA, Universiteacute; Lyon 2; PhD, University of Virginia
Associate Professor of French; French Section Head; Associate Professor, Medieval Studies

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

Maaza Mengiste
BA, University of Michigan; MFA, New York University
Professor of English

Eva Bergsten Meredith
BA, Franklin Pierce College
Adjunct Professor of Physical Education; Head Coach of Women’s Soccer

Henry Dilonga Meriki
Visiting Assistant Professor of Molecular Biology and Biochemistry

Priscilla Meyer
BA, University of California, Berkeley; MA, Princeton University; MAA, Wesleyan University; PhD, Princeton University
Professor of Russian Language and Literature, Emerita

Cecilia Miller
BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews
Professor of History; Professor, Medieval Studies; Tutor, College of Social Studies

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

Elizabeth Milroy
BA, Queens University; MA, Williams College; PhD, University of Pennsylvania
Professor of Art History, Emerita

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

Tina Montenegro
MA, Universiteacute; Paris 1 Pantheacute;on;on-Sorbonne; MA, New York University; MPHIL, Universidade de Satilde;lo Paulo; PHD, New York University
Visiting Assistant Professor of French

Maritchal B Monts
BA, Wesleyan University
Conductor, Ebony Singers

J. Donald Moon
BA, University Minnesota Mpls; MA, University of California, Berkeley; PHD, University Minnesota Mpls
John E. Andrus Professor of Government, Emeritus; Ezra and Cecile Zilkha Professor in the College of Social Studies, Emeritus

Steven T. Moore
BA, University of South Carolina; PHD, University of Michigan
Assistant Professor of Government

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

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

David W. Morgan
BA, Haverford College; DPHIL, Oxford University
Professor of History, Emeritus

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, Emeritus

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

Kate Mullen
BS, Central Connecticut State University; MA, Springfield College Ma; MED, Springfield College Ma
Senior Woman Administrator; Adjunct Professor of Physical Education; Head Coach of Women’s Basketball

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

Michelle Aaron Murolo
BS, Clarion University of Pennsylvania; PHD, Yale University
Professor of the Practice in Molecular Biology and Biochemistry

Russell D. Murphy
BA, St Johns College; MA, Boston College; MA, Yale University; MAA, Wesleyan University; PHD, Yale University
Professor of Government, Emeritus

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

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

Jesse Nasta
BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of the Practice in African American Studies

Valerie L. Nazzaro
BA, University of Connecticut; MA, University of Connecticut; MS, University of Connecticut; PHD, University of Connecticut
Associate Professor of the Practice in Quantitative Analysis

Louise C. Neary
BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana
Adjunct Associate Professor of Spanish; Adjunct Associate Professor, Education Studies

Howard I. Needler
BA, Oxford University; BS, Yale University; MA, Oxford University; PHD, Columbia University
Professor of Letters, Emeritus

Andrea Negrete
BA, University of Washington; MED, University of Washington
Assistant Professor of Psychology

David Paul Nelson
BA, Kalamazoo College; MFA, California Institute of Arts; PHD, Wesleyan University
Adjunct Associate Professor of Music

Ellen Nerenberg
AB, Stanford University; PHD, University of Chicago
Hollis Professor of Romance Languages and Literatures; Professor of Italian

Markus Neumann
BA, University of Mannheim; MA, University of Mannheim
Postdoctoral Research Fellow, Wesleyan Media Project

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

Tammy Vo Nguyen
BFA, The Cooper Union; MFA, Yale University
Assistant Professor of Art

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

Brian Hale Northrop
BA, Middlebury College; PHD, University of California, Los Angeles
Professor of Chemistry; 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

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

Suzanne B. O’Connell
BA, Oberlin College; MS, SUNY at Albany; PHD, Columbia University
Harold T. Stearns Professor of Earth Science; Professor of Earth and
Environmental Sciences; Professor, Integrative Sciences

Miguel O’Malley
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

Alison L. O’Neill
BS, Binghamton University; PHD, Montana State University
Assistant Professor of Chemistry; Assistant Professor, Neuroscience and
Behavior; Assistant Professor, Integrative Sciences

Kristin Oberiano
BA, Occidental College; MA, Harvard University; PHD, Harvard University
Assistant Professor of History

Richard M. Ohmann
BA, Oberlin College; MA, Harvard University; MAA, Wesleyan University; PHD,
Harvard University
Benjamin Waite Professor of the English Language, Emeritus

Monserrat Olea Flores
BS, Universidad Autonoma de Guere; MSC, Universidad Autonoma de Guere;
PHD, Universidad Autonoma de Guere
Visiting Scholar in Molecular Biology and Biochemistry

Pavel V Oleinikov
Assistant Professor of the Practice in Quantitative Analysis; Associate Director,
QAC

Donald B. Oliver
BS, Brandeis University; MAA, Wesleyan University; PHD, Tufts University
Daniel Ayres Professor of Biology; Professor of Molecular Biology and
Biochemistry; Chair, Molecular Biology and Biochemistry; Professor, Integrative
Sciences

Maria-Christina Oliveras
BA, Yale University; MFA, National Theatre Conservatory
Assistant Professor of Theater

Rich Olson
BA, Cornell University; PHD, Columbia University
Associate Professor of Molecular Biology and Biochemistry; Director, WesMASS;
Associate Professor, Integrative Sciences

Chinwe Ezinna Orijii
BS, Rutgers University; MPHIL, University of Cambridge; PHD, University of Texas
Austin
Assistant Professor of Sociology

Allison Diane Orr
BA, Wake Forest University; MFA, Mills College
Visiting Assistant Professor of Environmental Studies; Distinguished Fellow in the
College of the Environment

Maria Ospina
BA, Brown University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Chair, Latin American Studies; Associate
Professor, Latin American Studies

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

Ákos A. Óstör
BA, University of Melbourne; MA, University of Melbourne; PHD, University of
Chicago
Professor of Anthropology, Emeritus

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

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

Nikolas Charles Ferguson Owens
BA, Wesleyan University
Visiting Instructor in Dance

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

Paula Paige
BA, Mount Holyoke College; MA, Middlebury College
Adjunct Professor of Romance Languages and Literatures, Emerita

George Mathew Paily
MSC, Indian Institute of Technology; PHD, Pennsylvania State University
Assistant Professor of the Practice in Physics

Nikolas Charles Ferguson Owens
BA, Wesleyan University
Visiting Instructor in Dance

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

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

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

Andrea L. Patalano
BA, Brown University; MA, University of Michigan; PHD, University of Michigan
Professor of Psychology; Professor, Neuroscience and Behavior

Courtney Patterson-Faye
BA, University of Pennsylvania; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of Sociology

Peter C. Patton
BA, Franklin & Marshall College; MAA, Wesleyan University; MS, Colorado State University; PHD, University of Texas Austin
Alan M. Dachs Professor of Science, Emeritus

Mary Paul
BFA, University of Connecticut
Assistant Professor of the Practice in Theater

Andrea Pauw
BA, Davidson College; MA, University of Virginia; PHD, University of Virginia
Assistant Professor of Spanish

Katie Pearl
BA, University of Washington; MFA, Brown University
Assistant Professor of Theater

Justin Craig Peck
BA, Brandeis University; MA, University of Virginia; PHD, University of Virginia
Assistant Professor of Government

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

Michael James Perez
BA, University Texas Arlington
Assistant Professor of Psychology

Ana M. Perez-Girones
BA, University of Seville; MA, Cornell University
Adjunct Professor of Spanish; Adjunct Professor, Education Studies

Krista Perks
BA, Wesleyan University; MA, Wesleyan University; PHD, University of California
San Diego

Visiting Assistant Professor, Neuroscience and Behavior; Visiting Assistant Professor of Biology

Michelle Louise Personick
BA, Middlebury College; PHD, Northwestern University
Associate Professor of Chemistry; Associate Professor, Integrative Sciences

George A. Petersson
BS, City College; PHD, California Institute of Technology
Fisk Professor of Natural Science, Emeritus

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; Chair, English; Professor, American Studies

Earl W. Phillips
BA, Wesleyan University; JD, The Catholic University of America
Distinguished Teaching Professor in Environmental Sciences

William R. Pinch
BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia
Professor of History; Associate Editor, History and Theory; Professor, Environmental Studies

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

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

Scott L. Plous
BA, University of Minnesota Minneapolis; PHD, Stanford University
Professor of Psychology

Catherine Poisson
BA, Sorbonne; MA, New York University; PHD, New York University
Associate Professor of French; Associate Professor, Feminist, Gender, and Sexuality Studies

David Pollack
MA, Harvard University; PHD, Harvard University; SB, University of Chicago
Associate Professor of Mathematics

Philip Pomper
BA, University of Chicago; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago
William Armstrong Professor of History, Emeritus

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

Stéphanie Ponsavady
MA, University of Provence; MA, New York University; MPHIL, New York University; PHD, New York University
Associate Professor of French

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

Christopher J. Potter
BA, University of Connecticut; MA, University of Connecticut
Adjunct Professor of Physical Education; Head Coach of Men's Ice Hockey

Helen Mills Poulos
BS, Pepperdine University; MPHIL, Yale University; MS, Pennsylvania State University; PhD, Yale University
Adjunct Assistant Professor of Environmental Studies; Adjunct Assistant Professor, Earth and Environmental Sciences

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

Joyce Ann Powzyk
BS, Principia College; PhD, Duke University
Associate Professor of the Practice in Biology

Brian Todd Prather
BA, Maryville College TN; MFA, Brandeis University
Visiting Assistant Professor of Theater

Rex F. Pratt
BS, University of Melbourne; MAA, Wesleyan University; PhD, University of Melbourne
Beach Professor of Chemistry, Emeritus

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

Wallace C. Pringle
BA, Middlebury College; MAA, Wesleyan University; PhD, Massachusetts Institute of Technology
Professor of Chemistry, Emeritus

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

John G. Raba
BS, University of New Haven; MED, University of New Haven
Adjunct Professor of Physical Education; Head Coach of Men's Lacrosse

Hari Narayan Ramesh
BA, Williams College; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of Government

Felipe A. Ramirez
BS, Colorado State University; PHD, University of Michigan
Assistant Professor of Mathematics

Julia A. Randall
BFA, Washington University; MFA, Rutgers University
Associate Professor of Art

Anurag Rao
BS, St. Xavier's College; MS, Indian Statistical Institute; PHD, Brandeis University
Visiting Assistant Professor of Mathematics

Christopher Rasmussen
BA, University of Virginia; MS, University of Virginia; PHD, University of Arizona
Associate Professor of Mathematics

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

Seth Redfield
BM, New England Conservatory; BS, Tufts University; MS, University of Colorado Boulder; PHD, University of Colorado Boulder
Professor of Astronomy; Professor, Integrative Sciences; Co-Coordinator, Planetary Science

Joseph P. Reilly
BA, Trinity College; MBA, University of Rhode Island
Adjunct Professor of Physical Education; Head Coach of Men's Basketball

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

Julie Ann Ribchinsky
Cello Instructor

Michael D. Rice
BS, Western Michigan University; MS, Western Michigan University; PHD, Wesleyan University
Professor of Computer Science, Emeritus

Jeff Rider
BA, Yale University; MA, University of Chicago; PHD, University of Chicago
Professor of French; Chair, Medieval Studies; Professor, Medieval Studies

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

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

Michael J. Roberts
Robert Rich Professor of Latin, Emeritus
Patricia M Rodriguez Mosquera
Professor of Psychology; Professor, Feminist, Gender, and Sexuality Studies
Robert J. Rollefson
Professor of Physics, Emeritus
Natalia Roman Alicea
Visiting Instructor, Center for Global Studies
Jennifer S. Rose
Professor of the Practice in the Center for Pedagogical Innovation; Director, Institutional Review Board; Director, Center for Pedagogical Innovation; Professor of the Practice, Quantitative Analysis Center
Phyllis Rose
Professor of English, Emerita
Robert Rose
Postdoctoral Fellow in Computer Science
Rob Rosenthal
John E. Andrus Professor of Sociology, Emeritus
Lauren Rosewarne
Visiting Assistant Professor in Liberal Studies
Michael S. Roth
President; University Professor
Joseph T. Rouse
Hedging Professor of Moral Science; Professor of Philosophy; Professor of Science in Society; Professor, Environmental Studies
Dana Royer
Professor of Earth and Environmental Sciences; Professor, Environmental Studies
Mary-Jane Victoria Rubenstein
Professor of Religion; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies
Mirko Rucnov
Assistant Professor of the Practice in Film Studies
Sasha Rudensky
Associate Professor of Art; Associate Professor, Russian, East European, and Eurasian Studies
Ashraf H.A. Rushdy
Professor of African American Studies; Chair, African American Studies; Academic Secretary; Professor, Feminist, Gender, and Sexuality Studies
Donald M. Russell
Professor of Physical Education, Emeritus
Joseph Russo
Visiting Assistant Professor of Anthropology
Matthew Francis Russo
Trombone Instructor
Irina M. Russu
E. B. Nye Professor of Chemistry; Professor of Chemistry; Professor, Integrative Sciences
Peter Rutland
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
S
Iddrisu Saaka
DiPL, University of Ghana; MFA, University of California, Los Angeles
Assistant Professor of Dance
Roberto Saba
Assistant Professor of American Studies
Lily Leopold Saint
Associate Professor of English; Coordinator, African Studies
Yoshiko Yokochi Samuel
Professor of Asian Languages and Literatures, Emerita
Edwin Sanchez
Assistant Professor of the Practice in Theater
Charles A. Sanislow
Assistant Professor of the Practice in Theater
Professor of Psychology; Professor, Neuroscience and Behavior

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

Said Sayrafiezadeh
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

Ronald W. Schatz
BA, University of Wisconsin at Madison; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pittsburgh
Professor of History

Karl E. Scheibe
BS, Trinity College; MAA, Wesleyan University; PHD, University of California, Berkeley
Professor of Psychology, Emeritus

Jeffrey Schiff
BA, Brown University; MFA, University of Massachusetts Amherst
Professor of Art; Program Director

Paul Schwaber
BA, Wesleyan University; MA, University of California, Berkeley; PHD, Columbia University
Professor of Letters, Emeritus

Vera Schwarcz
BA, Vassar College; MA, Yale University; MAA, Wesleyan University; PHD, Stanford University
Mansfield Freeman Professor of East Asian Studies, Emerita

Nancy L. Schwartz
BA, Oberlin College; MAA, Wesleyan University; PHD, Yale University
Professor of Government, Emerita; Professor of Government, Emerita

Salvatore Scibona
BA, St. John’s College; MFA, University of Iowa
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

Anthony O. Scott
BA, Harvard University; MA, Johns Hopkins University
Distinguished Professor of Film Criticism

Brielle Scott
MM, University of Delaware
Graduate Student, ETHN-PHD; Visiting Instructor in Music

Stanley A. Scott
Banjo/Mandolin/North Indian Vocal/Guitar Instructor

Philip H. Scowcroft
BA, Harvard University; MA, Cornell University; PHD, Cornell University
Edward Burr Van Vleck Professor of Mathematics, Emeritus

John G. Seamon
BS, Columbia University; PHD, University of Massachusetts Amherst
Professor of Psychology, Emeritus

Olga Sendra Ferrer
BA, Universidad de Barcelona; MA, North Carolina State University; MA, Princeton University; PHD, Princeton University
Associate Professor of Spanish

Megan Sesma
Harp Instructor

Saray Shai
BS, Israel Institute of Technology; PHD, University of St Andrews
Assistant Professor of Computer Science

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

Avner Shavit
Silverberg Scholar in Residence

Gary Shaw
BA, McGill University; DPHIL, Oxford University
Professor of History; Associate Editor, History and Theory; Professor, Medieval Studies

Damien Francis Sheehan-Connor
BA, Amherst College; MD, Tufts University; PHD, University Calif Santa Bar
Associate Professor of Economics; Tutor, College of Social Studies

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

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

Natalie Shibley
BA, Columbia University; MA, University of Pennsylvania; PHD, University of Pennsylvania
Visiting Assistant Professor of Science and Society

Sanford Shieh
AB, Cornell University; BA, Cornell University; BA, Oxford University; PHD, Harvard University
Professor of Philosophy

James Murray Shinn
AB, Dartmouth College; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Visiting Assistant Professor of History

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

Sunrose Shrestha
BA, Hamilton College; MS, Tufts University; PHD, Tufts University
Van Vleck Postdoctoral Fellow in Mathematics

Anna Shusterman
PHD, Harvard University; SB, Brown University
Associate Professor of Psychology; Co-Chair, College of Education Studies

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 Director of Academic Writing; Assistant Professor of the Practice, Feminist, Gender, and...
sexuality Studies; Assistant Professor of the Practice, American Studies; Assistant Professor of the Practice, English

Fred Simmons
Jazz Piano Instructor

Zaira Simone
BA, The New School; MA, New York University; PHD, CUNY The Graduate Center
Mellon Postdoctoral Fellow in African American Studies

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

Harry M. Sinnammon
BA, La Salle University; MAA, Wesleyan University; MS, Villanova University; PHD, University of Rochester
Professor of Psychology, Emeritus

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

Gilbert L. Skillman
BA, University Kentucky Lexngt; MA, University of Michigan; PHD, University of Michigan
Professor of Economics; Chair, Economics; Tutor, College of Social Studies

Brando Skyhorse
BA, Stanford University; MFA, University of California, Irvine
Visiting Assistant Professor in Liberal 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
Chamberlain Project Fellow in the Center for the Study of Public Life

Mark Slobin
BA, University of Michigan; MA, University of Michigan; PHD, University of Michigan
Winslow-Kaplan Professor of Music, Emeritus

Richard S. Slotkin
BA, Brooklyn College; MAA, Wesleyan University; PHD, Brown University
Olin Professor of English, Emeritus

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

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

Courtney Weiss Smith
BA, University Of Dayton; MA, Washington University; PHD, Washington University
Associate Professor of English; Associate Professor, Science in Society

Gay Smith
BA, University of Hawaii; MA, University of Hawaii; MAA, Wesleyan University; PHD, University of California, Los Angeles

Professor of Theater, Emerita

Joseph Todd Smolinski
BFA, University of Wisconsin at Madison; MFA, University of Connecticut
Visiting Assistant Professor of Art History

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

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

David F. Snyder
BS, St. Lawrence University
Adjunct Professor of Physical Education, Emeritus

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

Elise Springer
BA, Wesleyan University; MA, University of Connecticut; PHD, University of Connecticut
Associate Professor of Philosophy; Associate Professor, Feminist, Gender, and Sexuality Studies

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

Emily R. Stark
BA, Pomona College; MA, Tufts University; PHD, Tufts University
Assistant Professor of Mathematics

Francis W. Starr
BS, Carnegie Mellon University; MS, Boston University; PHD, Boston University
Foss Professor of Physics; Professor of Physics; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry; Director, Integrated Design, Engineering and Applied Science

Robert S. Steele
BA, Whitman College; MAA, Wesleyan University; PHD, Harvard University
Professor of Psychology, Emeritus

Daniel Steinmetz-Jenkins
BA, Concordia College Or; MA, Reed College; PHD, Columbia University
Assistant Professor in the College of Social Studies; Assistant Professor, History

Steven E. Stemler
BS, University of Washington; MED, Boston College; PHD, Boston College
Professor of Psychology; Co-Chair, College of Education Studies

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

William W. Stowe
BA, Princeton University; MAA, Wesleyan University; MPhil, Yale University; PhD, Yale University
Benjamin Waite Professor of the English Language, Emeritus

Tracy Heather Strain
AB, Wellesley College; EDM, Harvard University
Corwin-Fuller Professor of Film Studies; Associate Professor of Film Studies and Co-Director of the Wesleyan Documentary Project

Grace Anne Sullivan
Visiting Assistant Professor of Psychology

Sonia Sultan
BA, Princeton University; MA, Harvard University; PhD, Harvard University
Professor of Biology; Professor, Environmental Studies

Prof. Sumarsam
BA, Akademi Seni Karavitan; MA, Wesleyan University; PhD, Cornell University Winslow-Kaplan Professor of Music; Professor of Music

Charlie Suryakham
Clarinet Instructor

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; Chair, Classical Studies; Professor, Environmental 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

Fumi Tanakadate
BA, Wesleyan University; MA, Manhattan School Music
Visiting Instructor in Music

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; Chair, American 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

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

Paul Terman
BS, University of Miami; PhD, Texas A&M University
Visiting Assistant Professor of Physics

Mitali Thakor
BA, Stanford University; PhD, Massachusetts Institute of Technology
Assistant Professor of Science in Society; Assistant Professor, Anthropology; Assistant Professor, Feminist, Gender, and Sexuality Studies

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
Smith Curator of Paleontology of the Joe Webb Peoples Museum of Natural History; Harold T. Stearns Professor of Integrative Sciences, Emerita

Meltem Toksoz
BA, Ankara University; MA, University of Virginia; PhD, SUNY at Binghamton University
Visiting Associate Professor of History

Khachig Tölölyan
BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PhD, Brown University
Professor of English and Letters, Emeritus

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

Edward Torres
BA, Roosevelt University
Assistant Professor of the Practice in Theater

Elizabeth G. Traube
BA, Radcliffe College; MA, Harvard University; MAA, Wesleyan University; PhD, Harvard University
Professor of Anthropology; Professor, Feminist, Gender, and Sexuality Studies

Helen B. Treloar
BS, University of Melbourne; PhD, University of Melbourne
Associate Professor of the Practice in Neuroscience and Behavior

William L. Trousdale
BA, Brown University; MA, Harvard University; PhD, Harvard University

Yvonne Troxler
Piano Instructor

Min-Feng Tu
BS, National Tsing Hua University; MS, California Institute Tech; PhD, California Institute Tech
Assistant Professor of the Practice in Physics

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

Alfred Turco
BA, Brown University; MA, Harvard University; PhD, Harvard University
Professor of English, Emeritus
Laura Ann Twagira
BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Feminist, Gender, and Sexuality Studies

Patrick Tynan
BS, University of Massachusetts Amherst
Adjunct Professor of Physical Education; Head Coach of Women's Crew

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

Libby Van Cleve
Oboe Instructor

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

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, Emeritus

Jorge A Vasquez
MS, University of Chile; MS, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison
Assistant Professor of Economics

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

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

Greg A. Voth
BS, Wheaton College; MS, Cornell University; PHD, Cornell University
Professor of Physics; Professor, Integrative Sciences

Kevin Vrevich
BA, University of Wisconsin at Madison; MA, SUNY at Binghamton University; PHD, Ohio State University
Visiting Assistant Professor of History

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

Peter Waite
BFA, Hartford Art School; MFA, School Art Institute Chgo
Visiting Assistant Professor in Liberal Studies

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

Sofia Raquel Warren
BA, Wesleyan University
Visiting Writer in the Shapiro Writing Center

Marvin D. Warshaw
Viola Instructor

Peter Waite
BFA, Hartford Art School; MFA, School Art Institute Chgo
Visiting Assistant Professor in Liberal Studies

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

Nicole K Watkins
BS, Wright State University; MSE, Indiana University Bloomington; PHD, Indiana University Bloomington
Postdoctoral Fellow in Psychology

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

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

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

Leslie A. Weinberg
BA, Case Western Reserve Univ; MFA, University of Connecticut
Retired Artist-in-Residence, Theater

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

Michael Weinstein-Reiman
PHD, Columbia University
Visiting Assistant Professor of Music

Michael P. Weir
BS, University of Sussex; PHD, University of Pennsylvania
Professor of Biology; Chair, Biology; Professor, Integrative Sciences; Co-Coordinator, Informatics and Modeling

Matthew Weise
BS, University of Wisconsin-Milwaukee; MS, Massachusetts Institute of Technology
Visiting Artist-in-Residence in Film Studies

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

Margot Weiss
BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Assistant Professor of Anthropology; Assistant Professor, Science in Society

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

Ruth Striegel Weissman
DIP, University of Tubingen; MAA, Wesleyan University; PHD, University of South Carolina
Walter Crowell University Professor of Social Sciences, Emerita

Matt Wellins
BA, Bard College; MA, Wesleyan University
Visiting Instructor of Music

Arthur S. Wensinger
MAA, Wesleyan University
Marcus L. Taft Professor of German Language and Literature and Professor of the Humanities, Emeritus

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

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

Duffield White
BA, Wesleyan University; PHD, University of Michigan
Associate Professor of Russian Language and Literature, Emeritus

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

Thorsten Wilhelm
MA, Universitaet Heidelberg; PHD, Universitaet Heidelberg
Visiting Assistant Professor of 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

Alison P. Williams
BA, Wesleyan University; MS, University of Rochester; PHD, University of Rochester
Vice President for Equity Inclusion/Title IX Officer; Research Affiliate in Chemistry

Janice D. Willis
BA, Cornell University; MA, Columbia University; PHD, Columbia University
Professor of Religion, Emerita

Jon C. Wilson
Head Coach of Women’s Golf

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

Roy H. Wiseman
Bass Instructor

Serena S. Witzke
BA, Mcmaster University; MA, Mcmaster University; PHD, University of North Carolina at Chapel Hill
Visiting Assistant Professor of Classical Studies

Pippin Wolfe
BA, Brown University; BS, Brown University; PHD, University of Massachusetts Amherst
Postdoctoral Fellow in Computer Science

Carol S. Wood
AB, Randolph Macon W College; MAA, Wesleyan University; PHD, Yale University
Edward Burr Van Vleck Professor of Mathematics, Emerita

Mark A. Woodworth
BA, Wesleyan University; MALS, Wesleyan University
Adjunct Professor of Physical Education; Head Coach of Baseball

Jielu Yao
BS, Fudan University; MSC, National University of Singapore
Postdoctoral Research Fellow, Wesleyan Media Project; Postdoctoral Research Fellow, Wesleyan Media Project

Leyla Yardimci
PHD, Middle East Technical Univ; MSC, Mimar Sinan Fine Arts University; BS, Mimar Sinan Fine Arts University
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

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

Susan Youssef
MFA, University of Texas Austin
Visiting Assistant Professor of Film Studies

Chai-lun Yueh
Voice Instructor
Camilla Zamboni  
MA, Ohio State University  
Adjunct Assistant Professor in Italian; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies

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

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

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

Xiaomiao Zhu  
MA, Wesleyan University  
Adjunct Professor of Asian Languages and Literatures, Emerita

Afifa Shehrbano Zia  
PHD, University of Toronto  
Frank B. Weeks Visiting Assistant Professor of Feminist, Gender, and Sexuality Studies

Sebastian Zimmeck  
LLM, University of California, Berkeley; MS, Columbia University; PHD, University of Kiel; PHD, Columbia University  
Assistant Professor of Computer Science

Dan Zimmer  
BA, The New School; MA, University of Chicago; MA, Cornell University  
Visiting Faculty (Tutorial)

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

Jeremy Zwelling  
BA, Columbia University; MA, Brandeis University; PHD, Brandeis University  
Associate Professor of Religion, Emeritus
WESLEYAN UNIVERSITY
CATALOG DISCLAIMERS

A copy of the lists of officers and faculty, as well as academic regulations, for the 2021-2022 issue of the Wesleyan University Catalog was prepared as of September, 2021. Information about fees and expenses, financial aid, and scholarships applies to the academic year 2021-2022. 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).

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/).

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) ................ 245
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 ............................................................... 236
Anthropology ............................................................................. 36
Anthropology Course Descriptions (ANTH) ................................. 286
Anthropology Major ................................................................. 36
Arabic Course Descriptions (ARAB) ........................................... 298
Archaeology Major .................................................................... 38
Archaeology Minor .................................................................... 40
Archaeology Program .................................................................. 38
Archaeology Program Course Descriptions (ARCP) .................... 299
Art and Art History ...................................................................... 41
Art History Course Descriptions (ARHA) .................................... 304
Art History Major ....................................................................... 42
Art History Minor ....................................................................... 45
Art Studio Course Descriptions (ARST) ....................................... 316
Art Studio Major ........................................................................ 46
Asian American Studies Cluster .................................................. 236
Astronomy .................................................................................. 48
Astronomy Course Descriptions (ASTR) ...................................... 323
Astronomy Major ........................................................................ 48

B

Biology ...................................................................................... 51

C

Caribbean Studies Minor ............................................................ 209
Center for Global Studies Course Descriptions (CGST) ............... 344
Center for Jewish Studies ............................................................ 59
Center for Jewish Studies Course Descriptions (CJST) ................ 353
Center for the Humanities .......................................................... 60
Center for the Humanities Course Descriptions (CHUM) .......... 357
Center for the Study of Public Life Course Descriptions (CSPL) ... 367
Certificate in Applied Data Science ............................................. 233
Certificate in Civic Engagement .................................................. 234
Certificate in Environmental Studies .......................................... 234
Certificate in Informatics and Modeling ...................................... 234
Certificate in International Relations .......................................... 234
Certificate in Jewish and Israel Studies ........................................ 234
Certificate in Middle Eastern Studies .......................................... 234
Certificate in Molecular Biophysics ............................................. 234
Certificate in Muslim Studies ...................................................... 234
Certificate in Social, Cultural, and Critical Theory ...................... 234
Certificate in South Asia Studies ............................................... 234
Certificate in Writing .................................................................. 234
Certificates ................................................................................. 233
Chemistry .................................................................................. 61
Chemistry Course Descriptions (CHEM) .................................... 382
Chemistry Major ........................................................................ 62
Chemistry Minor ........................................................................ 65
Chinese Course Descriptions (CHIN) .......................................... 392
Christianity Studies Cluster ....................................................... 237
Civic Engagement Minor ............................................................ 210
Classical Civilization Course Descriptions (CCIV) ...................... 394
Classical Studies ........................................................................ 68
Classical Studies Major .............................................................. 68
Clusters ...................................................................................... 236
College of East Asian Studies ...................................................... 71
College of East Asian Studies Course Descriptions (CEAS) ....... 394
College of East Asian Studies Major ............................................ 72
College of East Asian Studies Minor .......................................... 73
College of Education Studies ...................................................... 74
College of Film and the Moving Image ........................................ 80
College of Integrative Sciences ................................................... 85
<p>| College of Integrative Sciences Course Descriptions (CIS) | 413 |
| College of Integrative Sciences Major | 87 |
| College of Letters | 89 |
| College of Letters Course Descriptions (COL) | 419 |
| College of Letters Major | 89 |
| College of Social Studies | 91 |
| College of Social Studies Course Descriptions (CSS) | 443 |
| College of Social Studies Major | 92 |
| College of the Environment | 93 |
| Computer Science Course Descriptions (COMP) | 445 |
| Computer Science Major | 138 |
| Course Descriptions | 244 |
| Dance | 99 |
| Dance Course Descriptions (DANC) | 451 |
| Dance Major | 99 |
| Dance Minor | 101 |
| Data Analysis Minor | 180 |
| Degree Requirements | 11 |
| Disability Studies Cluster | 237 |
| Doctor of Philosophy in Biology | 55 |
| Doctor of Philosophy in Biology and Biochemistry | 149 |
| Doctor of Philosophy in Chemistry | 65 |
| Doctor of Philosophy in Mathematics | 141 |
| Doctor of Philosophy in Music | 156 |
| Doctor of Philosophy in Physics | 171 |
| Earth and Environmental Sciences | 103 |
| Earth and Environmental Sciences Course Descriptions (E&amp;ES) | 460 |
| Earth and Environmental Sciences Major | 103 |
| Economics | 110 |
| Economics Course Descriptions (ECON) | 472 |
| Economics Major | 111 |
| Economics Minor | 113 |
| Education Studies (EDST) | 482 |
| Education Studies Major | 75 |
| Education Studies Minor | 213 |
| English | 114 |
| English Course Descriptions (ENGL) | 488 |
| English Major | 115 |
| Environmental Studies Course Descriptions (ENVS) | 521 |
| Environmental Studies Major | 94 |
| Environmental Studies Minor | 98 |
| External Special Study Programs | 19 |
| Feminist, Gender, and Sexuality Studies | 118 |
| Feminist, Gender, and Sexuality Studies Course Descriptions (FGSS) | 539 |
| Feminist, Gender, and Sexuality Studies Major | 119 |
| Film Studies Course Descriptions (FILM) | 558 |
| Film Studies Major | 80 |
| Film Studies Minor | 83 |
| French Language and Literature Course Descriptions (FREN) | 570 |
| French Studies Major | 186 |
| French Studies Minor | 187 |
| French-Italian-Spanish in Translation Course Descriptions (FIST) | 577 |
| Fries Center for Global Studies | 58 |
| General Education Expectations | 12 |
| General Regulations | 21 |
| German Literature in Translation Course Descriptions (GELT) | 577 |
| German Studies | 122 |
| German Studies Course Descriptions (GRST) | 578 |
| German Studies Major | 123 |
| German Studies Minor | 124 |
| Global Engagement Minor | 217 |
| Government | 125 |
| Government Course Descriptions (GOVT) | 588 |
| Government Major | 126 |
| Greek Course Descriptions (GRK) | 604 |
| Health Studies Cluster | 238 |
| Hebrew Course Descriptions (HEBR) | 606 |
| Hindi-Urdu Language (HIUR) | 607 |
| Hispanic Literatures and Cultures Major | 188 |
| History | 129 |
| History Course Descriptions (HIST) | 609 |
| History Major | 130 |</p>
<table>
<thead>
<tr>
<th>Minor/Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Minor</td>
<td>131</td>
</tr>
<tr>
<td>Honors</td>
<td>13</td>
</tr>
<tr>
<td>Informatics and Modeling Minor</td>
<td>219</td>
</tr>
<tr>
<td>Integrated Design, Engineering &amp; Applied Science Minor</td>
<td>220</td>
</tr>
<tr>
<td>Internal Special Study Programs</td>
<td>17</td>
</tr>
<tr>
<td>International Relations Minor</td>
<td>225</td>
</tr>
<tr>
<td>Italian Course Descriptions (ITAL)</td>
<td>640</td>
</tr>
<tr>
<td>Italian Studies Major</td>
<td>189</td>
</tr>
<tr>
<td>Japanese Course Descriptions (JAPN)</td>
<td>647</td>
</tr>
<tr>
<td>Jewish and Israel Studies Minor</td>
<td>226</td>
</tr>
<tr>
<td>Key to Symbols and Abbreviations</td>
<td>26</td>
</tr>
<tr>
<td>Korean Course Descriptions (KREA)</td>
<td>649</td>
</tr>
<tr>
<td>Latin American Studies Course Descriptions (LAST)</td>
<td>653</td>
</tr>
<tr>
<td>Latin American Studies Major</td>
<td>133</td>
</tr>
<tr>
<td>Latin American Studies Program</td>
<td>133</td>
</tr>
<tr>
<td>Latin Course Descriptions (LAT)</td>
<td>650</td>
</tr>
<tr>
<td>Less Commonly Taught Languages</td>
<td>136</td>
</tr>
<tr>
<td>Less Commonly Taught Languages Course Descriptions (LANG)</td>
<td>663</td>
</tr>
<tr>
<td>Mathematics Course Descriptions (MATH)</td>
<td>666</td>
</tr>
<tr>
<td>Mathematics Major</td>
<td>140</td>
</tr>
<tr>
<td>Medieval Studies Course Descriptions (MDST)</td>
<td>672</td>
</tr>
<tr>
<td>Medieval Studies Major</td>
<td>143</td>
</tr>
<tr>
<td>Medieval Studies Minor</td>
<td>144</td>
</tr>
<tr>
<td>Medieval Studies Program</td>
<td>143</td>
</tr>
<tr>
<td>Middle Eastern Studies Minor</td>
<td>226</td>
</tr>
<tr>
<td>Molecular Biology and Biochemistry</td>
<td>145</td>
</tr>
<tr>
<td>Molecular Biology and Biochemistry Course Descriptions (MB&amp;B)</td>
<td>682</td>
</tr>
<tr>
<td>Molecular Biology and Biochemistry Major</td>
<td>146</td>
</tr>
<tr>
<td>Molecular Biophysics Minor</td>
<td>227</td>
</tr>
<tr>
<td>Music</td>
<td>152</td>
</tr>
<tr>
<td>Music Course Descriptions (MUSC)</td>
<td>696</td>
</tr>
<tr>
<td>Music Major</td>
<td>153</td>
</tr>
<tr>
<td>Muslim Studies Minor</td>
<td>228</td>
</tr>
<tr>
<td>Neuroscience and Behavior</td>
<td>159</td>
</tr>
<tr>
<td>Neuroscience and Behavior Course Descriptions (NS&amp;B)</td>
<td>716</td>
</tr>
<tr>
<td>Neuroscience and Behavior Major</td>
<td>159</td>
</tr>
<tr>
<td>Nondegree Undergraduate Students</td>
<td>16</td>
</tr>
<tr>
<td>Philosophy</td>
<td>163</td>
</tr>
<tr>
<td>Philosophy Course Descriptions (PHIL)</td>
<td>725</td>
</tr>
<tr>
<td>Philosophy Major</td>
<td>163</td>
</tr>
<tr>
<td>Physical Education</td>
<td>166</td>
</tr>
<tr>
<td>Physical Education Course Descriptions (PHED)</td>
<td>741</td>
</tr>
<tr>
<td>Physics</td>
<td>168</td>
</tr>
<tr>
<td>Physics Course Descriptions (PHYS)</td>
<td>744</td>
</tr>
<tr>
<td>Physics Major</td>
<td>169</td>
</tr>
<tr>
<td>Planetary Science Minor</td>
<td>229</td>
</tr>
<tr>
<td>Portuguese Course Descriptions (PORT)</td>
<td>752</td>
</tr>
<tr>
<td>Prizes</td>
<td>872</td>
</tr>
<tr>
<td>Psychology</td>
<td>174</td>
</tr>
<tr>
<td>Psychology Course Descriptions (PSYC)</td>
<td>753</td>
</tr>
<tr>
<td>Psychology Major</td>
<td>175</td>
</tr>
<tr>
<td>Quantitative Analysis Center</td>
<td>180</td>
</tr>
<tr>
<td>Quantitative Analysis Center Course Descriptions (QAC)</td>
<td>768</td>
</tr>
</tbody>
</table>